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ABSTRACT

In efforts at improving the quality of education and at justifying expenditures for compensatory education and school desegregation, we are increasingly dependent upon the data of evaluative research. Yet the data from many of these evaluation efforts conducted over the past 12 years are confused and inconclusive. In an effort at gaining a better understanding of some of these programs, this project was directed at describing selected programs thought to be exemplary of quality, progress, trends, or problems in compensatory education and school desegregation. Because of the criteria utilized and since major problems of school desegregation are quite recent, we found more organized efforts at compensatory education than fully developed programs of school desegregation. This report thus includes detailed descriptions of two more desegregation programs and seven compensatory education programs which were studied intensively but were not thought by our staff to merit exemplary status designation. This report is organized into four sections, including procedures, results, conclusions, and appendices. Since the purpose of this project was to produce brochures illustrative of exemplary programs, the major products of the study are Appendices C and D. (Author/JM)

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Final Report -

PREPARATION OF PUBLICATIONS ON PROGRESS IN COMPENSATORY EDUCATION AND DESEGREGATION PROGRAMS

(OEG-71-3946)

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TECHNICAL REPORT

In efforts at improving the quality of education and at justifying expenditures for compensatory education and school desegregation, we are increasingly dependent upon the data of evaluative research. Yet the data from many of these evaluation efforts conducted over the past twelve years are confused and inconclusive. The findings from these studies are sometimes contradictory. The interpretations have become the subject of considerable controversy, particularly as these findings and interpretations appear to contradict some of our cherished assumptions concerning education and educability. The lack of clarity with respect to the meaning of these data and the value of such programs is in part attributable to a variety of problems in the design and conduct of evaluative research. Among these problems, increasingly attention is being called to the fact that there are sparse data concerning the specific nature of program interventions. These tend to be reported under labels or brief descriptions which provide little information relative to the nature and quality of the treatments to which the pupils studied are exposed. In an effort at gaining a better understanding of the content and nature of some of these programs, this project was directed at describing selected programs thought to be exemplary of quality, progress, trends or problems in compensatory education and school desegregation.

Because of the criteria utilized and since major programs of school desegregation are quite recent, we found more organized efforts at compensatory education than fully developed programs of school desegregation. This report thus includes detailed descriptions of ten compensatory education programs and two school desegregation programs. In addition there are summary descriptions of two more desegregation programs and seven compensatory education programs which were studied intensively but were not thought by our staff to merit exemplary status designation.

This report is organized into four sections, including procedures, results, conclusions and appendices. Since the purpose of this project was to produce brochures illustrative of exemplary programs, the major products of the study are Appendices C and D.

PROCEDURES

The principal procedures utilized in this study included documentary analysis direct observation of programs and interviews with selected informants. The tasks to be accomplished included identification and selection of projects to be studied, collection of all available data on each project considered, field study of promising candidate projects, preparation of descriptive reports, final selection and reporting to N.I.E

A. Identification and Nomination of Projects

Those projects comprising the universe of projects considered as nominees for inclusion as exemplary were those:

(1) nominated by State Title I coordinators;

(2) nominated by OE personnel in the Title VII and VIII offices;

(3) nominated on the basis of surveys and recommendations culled from the ERIC/IRCD Annual Review;

(4) nominated by regional EEO offices, by university desegregation centers or by state directors of school desegregation assistance programs; and

(5) nominated by experienced researchers in the field.

Projects included in formal model program series were not considered for inclusion in this project since booklets had already been published on these programs. The total number of projects nominated was 379 of which 247 were compensatory education projects, and 132 were desegregation projects. Letters were sent to the directors of all nominated projects explaining our purpose and requesting documentation on the project. Documentation was received and files were compiled for 288 projects, of which 222 were compensatory education projects; 137 of these were nominated by state Title I personnel; 66 were desegregation projects.

B. Selection of Projects

In an effort to refine the criteria applied in the selection of programs, a rating sheet, with a breakdown on each criteria was developed. Four of the nine criteria were given double weighting. Three additional criteria were applied only to desegregation projects. The criteria as used on the rating sheet are as follows, with an asterick used to indicate those criteria given double rating.

CRITERIA FOR SELECTION OF ALL PROJECTS

1. Face validity of program as reflected in logical conceptualization, pedagogical appropriateness and generally accepted educative value:
    (2) Conceptualized in concise, theoretically sound manner; educative value obvious or justified
    (1) Logically conceptualized, pedagogically appropriate with educative value, but not adequately discussed
    (0) Discusses two or three of the above areas, unclear as to whether these standards are met
    (-1) Lacking in logical conceptualization and/or pedagogical appropriateness; has educative value
    (-2) Lacking in all three areas or in educative value only

11. Indications of positive change in the affective and social behaviors of pupils:
    (2) Measured with reliable and valid instruments
    (1) Measured with objective instruments
    (0) Discussed descriptively with reports of observations and/or impressions
    (-1) Vague reference made to positive change
    (-2) No mention

III. Indications of positive change in the academic achievement or level of intellective function of pupils:

- (2) Measured with reliable and valid instruments, significance at the .05 level or better
- (1) Measured with reliable and valid instruments, findings not significant at the .05 level or level of significance not noted
- (0) Measured with objective instruments
- (-1) Descriptive report of observations and impressions
- (-2) Vague reference or no mention

*IV. Positive reactions of parents and community as reflected in opinions and involvement:

- (4) Measured with objective instrumentation or methods
- (2) Reported with detailed description; reports from parents and community people
- (0) Measured with subjective instrumentation or methods
- (-2) General description of response, attitude, opinion or impression
- (-4) No mention or vague reference

*V. Replicability at other school sites with respect to population served, program elements, costs and other identifiable procedures:

- (4) Identified and outlined thoroughly, or reported or known replication
- (2) Identified and outlined, some questions as to replicability on several counts
- (0) Not enough clear information to determine replicability
- (-2) Unique circumstances on one or two counts
- (-4) Seemingly unique circumstances on most or all counts

*VI. Evidence that the assessment of pupil needs has been reflected in the program:

- (4) Pupil needs assessed and reported as a factor in program planning, continually assessed on an individual basis as an integral program component; constant feedback of all persons involved including pupils
- (2) Included as a planning input, unclear as to whether or not continually assessed with feedback
- (0) Discussed; unclear as to whether actually a program input
- (-2) Vague reference
- (-4) No mention of pupil needs

*VII. Evidence that the project is successful in terms of its stated or implicit objectives:

- (4) Achievement of all objectives measured with reliable, valid instruments; all or mixed success
- (2) Achievement of all objectives measured; all or mixed success
- (0) Achievement of some objectives measured; mixed success
- (-2) Achievement of some or all objectives discussed descriptively; mixed success
- (-4) Not measured; only perfunctorily discussed

VIII. Assurance of the willingness of local project personnel, L.E.A.'s administrative officers, and S.E.A.'s Title I administrators to cooperate in this effort:

-- Cannot break this down numerically for pragmatic use; will leave a blank space for writing in comments based on correspondence.

IX. Existence of the Project for a sufficient period to demonstrate success:
(2) Existing since '68 or earlier with no major changes, commitment to continued funding
(1) Existing since '69 with no major changes, commitment to continued funding
(0) Existing for two to three years with either some major changes or mixed funding possibilities
(-1) In existence since 1970
(-2) Unable to determine length of existence without major changes

CRITERIA APPLIED ONLY TO DESEGREGATION PROJECTS

I. Low evidence of classroom, school or community conflict resulting from desegregation or evidence of effective strategies for dealing with such conflict:
(2) Low evidence of conflict in potentially explosive situation
(1) High evidence of effective strategies in a high conflict situation
(0) Moderate evidence of conflict in a potentially high conflict situation
(-1) Low evidence of conflict in a low conflict situation
(-2) No information

II. Degree of heterogeneity in academic and nonacademic activities:
(2) All or most nonacademic activities integrated; systematic, continued and successful efforts to integrate academic activities
(1) Efforts to integrate academic and nonacademic activities with no report on success
(0) Unable to distinguish from data
(-1) Grouping or classification system seems to result in segregation in many academic and nonacademic activities
(-2) Apparent segregation in nonacademic and academic activities; possible elimination of nonacademic activities

III. Evidence of local planning and efforts to meet the specific problems of desegregation in the school or community:
(2) Studies made of community including sociological data and opinion polls with project incorporating study results; constant community inputs from all ethnic groups
(1) Project based on informal data on community; apparent community inputs from all ethnic groups
(0) Local problems discussed; unclear to what extent program based on local needs.
(-1) Formula adapted with only perfunctory consideration of individual community desegregation problems
(-2) No apparent attempt to respond to individual community desegregation problems

The selection process proved to be far more time consuming than anticipated for several reasons. Most immediately, the bulk of the project data did not start arriving until late November. Prior to the arrival of these data, staff time was utilized to work up a uniform manner of applying the criteria breakdown to various program documentation. Once the data did begin arriving, we discovered that a project file was frequently not complete enough for us to make an accurate determination based on the application of the criteria. In such cases, the project director was contacted and asked to supply further documentation. In approximately one-half of such cases, further data were provided.

The rating sheet with its five-level breakdown on each criteria was applied by at least one staff member to each project. Some projects were eliminated from future consideration immediately due to failure to qualify as academic year projects with direct influence on students. Others, particularly many district-wide Title I efforts, were eliminated because they were directed at a wide range of interventions which precluded considering any one intervention in depth on the basis of the data.

The nature of the documentation itself presented another problem. A typical project folder usually included a year-end evaluation, a continuation proposal, and one or two other less-detailed documents. The formats required by many government and/or private agencies for proposals and evaluations did not lend themselves to the application of criteria utilized by our staff. In some cases, a plethora of test results and lists of goals covered pages and pages, but a discussion of the dynamics of the approach as it applied to individual students was omitted. Projects such as Follow Through or university-related experimental projects presented problems due to their special goals. Comparability of projects based on the amount and quality of data in the project folders, was for the most part, impossible to achieve. At least two staff members rated those projects that were not eliminated immediately and, if there was a great discrepance in the rating, other staff members examined the data and a discussion was scheduled. Staff meetings were held to discuss those projects which received high ratings as well as a few projects which appeared to have exemplary potential beyond the strict application of the criteria. In the selection of the compensatory education projects consideration was given to selecting a range of projects with respect to interventions, levels, populations served and geographic distribution.

The data on desegregation projects presented even greater problems. Many such projects involved summer workshops with minimal follow-up, making a field visit to examine the programs' impact impossible. Others reported on intended projects, making it difficult to ascertain the probability of the project actually being implemented. Several projects which appeared to be the most successful had begun five to eight years earlier, making it difficult to independently assess the relationship between specific interventions and outcomes. When feasible with these projects, outside sources were consulted regarding the status of desegregation efforts in these locations, and the final determination was made on the basis of these sources and of the application of the criteria.

Since new materials continued to arrive until March 1972, it was impossible to select twenty sites for visits prior to beginning the actual field visits. Seventeen compensatory education sites were selected for visits and four desegregation sites. The final selections on some sites took place after a determination had been made that a few projects to which visits had been made did not lend themselves to the kind of evaluation we planned to disseminate. The final selections were made in April.

C. Conduct of Field Visits

A schedule of Project Characteristics (Appendix A), to be completed prior to, during and in the follow-up on each project, was devised. It was purposely open-ended to allow for variation in projects and in field workers' styles of reporting the data. The classroom observation sections of the document were field tested in a local elementary school. The schedule was comprehensive enough so that, if necessary when completed, it could be converted into a field report by one not in the field at that project. A ten item format for field reports was also devised as follows: Setting, Project Overview, Project Operation, Staff, Students, Parents/Community, Funding/Costs, Evaluation and Prospects, Problems, Exemplary Aspects. Both documents were subject to change after the first several field visits. Actual changes were minimal.

After the first two field visits, two sessions were held to prepare all staff members for field visits to selected sites. At these sessions the Schedule of Project Characteristics was distributed and discussed in detail, with the four staff members who had conducted the first two visits explaining how they used this instrument, and all staff members contributing suggestions. Several slight adjustments were made in the Schedule on the basis of the field trips and this discussion. Various systems of classroom observation and of interaction analysis were discussed at one meeting, with the emphasis on process analysis. No effort was made to impose one detailed system of analysis on the staff; rather the discussion was designed to stimulate thought on ways of approaching these difficult areas and obtaining the information necessary for the final documents to be produced.

Interviewing procedures were also discussed. Workers were encouraged to make a tentative list of interviewees on the basis of the data in the project folder and to begin to frame the kinds of information to be discussed with various sources. This list could then be altered and expanded at the site. In all cases, the list would include project director, teachers, parents, and if the level included grades above 4th grade, students. Cassette recorders were available and staff was encouraged to use them.

Another use for these cassette machines was that of recording conversations between field workers while in the field. No matter how complete the data folder, there were always many new issues, questions and personalities at the site which can greatly influence field workers' analyses of the projects' effectiveness. Staff members were encouraged to discuss their questions and voice their doubts and to record such ongoing conversations.

One of the purposes of these preparatory sessions was that of encouraging the field workers to follow their own intuitive feelings to a certain extent. Once the essential data on the schedule were obtained, the sensitive field worker could contribute most to the fullness of the field report by allowing himself some time to follow up on things, both indirectly and directly related to the project, that seemed to strike him as unique to this situation. Since each field team consisted of at least two workers, some time was usually available for this subjective approach to the task. This is illustrative of an approach that the director and coordinator attempted to clarify to staff throughout the project: that of encouraging individual approaches to the task at hand both in terms of gaining the background information to provide the necessary documentation and in personal approaches to project staff, students and community.

A further preparatory session was held for those staff members scheduled to visit desegregation projects. (Due to the total-system nature of desegregation programs it was decided that three field workers would visit these sites for a minimum of three days.) At this session two members of the staff of the NAACP Legal Defense and Education Fund, serving as consultants, met with staff members. These consultants had recently been in the field monitoring desegregation in several cities. Thus, in addition to their more global knowledge of the field, they provided knowledge on current issues likely to arise on such visits. Project staff adapted, with the above-mentioned consultants, a questionnaire for desegregation sites (attached as Appendix B) much more specific in nature than the Schedule of Project Characteristics used in compensatory studies. In the field studies of desegregation this questionnaire was used along with the Schedule.

Once in the field, one staff member was responsible for determining that the Schedule of Project Characteristics was completed and that all essential interviews were conducted and classrooms visited. Beyond this, the teams operated on a team basis with each member encouraged to explore areas in his particular expertise. The intense and more-than-full-time nature of the involvement in the field tended to create a situation in which teams worked closely together and, in such situations, this close-knit collaboration led to invaluable team work which manifested itself both in the field and in the report. Actual approaches used in the field by the project staff varied according to both the local situation and to the personality of the team member. In general, our approach made clear that we did not consider ourselves objective "evaluators" since an adequate evaluation is seldom conducted in 3-5 days. Rather, we represented ourselves as observers intent upon describing what we saw. In some cases where the local project director so requested, at the termination of the visit, our staff would supply some analysis of project strengths and weaknesses as we saw them, making it clear that these were the personal opinions of two or three individuals.

The first two field reports were written by the project editor on the basis of the Schedule and after extensive discussion with field workers. This process produced two excellent reports but appeared more time-consuming than necessary. On subsequent visits, one of the field workers was responsible for writing the report. Once the report was written, all field workers to that site visit would discuss the draft before it was submitted for further processing.

D. Staff Utilization

Forty-one field trips were made by project staff; twelve by the principal investigator, nine by the project coordinator and 21 divided among one research associate and five research assistants. Sixteen field trips were made by eleven consultants, six of whom are on the Teachers College staff. Two consultants are law students whose expertise proved very valuable at desegregation projects. One consultant is a Spanish-speaking educator, a necessity at the bilingual projects.

Since nineteen individuals were involved in these visits, with new personnel added throughout the year, mini-orientation sessions were necessary before each trip. At these sessions, the project coordinator met with the field workers and presented them with the following check list of activities to be completed prior to the visit:

1. Read all data in the folder; frame the types of questions which need investigation.
2. List interviewees and specific questions.
3. Complete schedule of project characteristics on basis of data.
4. Memo to staff asking for local contacts.
5. Arrange field trip with on-site project personnel.
6. Make travel arrangements.
7. Check New York Times Index and read articles.
8. Get and review local papers; if large city, review recent issues of major papers.
9. Secure cassettes and check them.
10. Call to NAACP Legal Defense Fund for any information available from their files.

The Schedule, Format for Field Reports, and Desegregation Questionnaire (if applicable) were also reviewed at this session. Any unique features of the project to be visited were discussed as well.

Attempts to make an on-site determination as to each project's status as exemplary for the purposes of our contract proved to be very difficult at almost each project. (Insistence on the inclusion in the report of an extensive analysis of the effectiveness of each project was one result of this problem.) Though all field workers were familiar with the criteria, they had purposely been framed in general terms to allow for variations among projects. Implementation of the project design was, in many cases, proving difficult. Is a project, then, to be classified as exemplary if its theory is sound but its implementation is not yet complete? Questions such as this led the principal investigator to suggest some expansion to the definition of "exemplary" for the purpose of this project. This suggestion served to expand the definition to encompass "exemplary of trends, progress, and problems" as well as "exemplary of quality."

The project staff grew to place great importance on an extensive discussion of the effectiveness of each project, including problems and exemplary features. This section was written by the principal investigator. [In order to keep the staff informed of the progress in the field, the dynamics of developing the final documents and in order to provide the principal investigator with the most information possible, staff meetings were held to critique each project on the basis of the draft field report.] At these sessions, one field worker summarized the report and two staff members were responsible for critiquing the project in terms of strengths and weaknesses as well as within the relevant theoretical framework. While these discussions provided the principal investigator with a partial basis on which to write the effectiveness section, these meetings also served as an indicator of the quality of the reports and was also used for continued staff development.

With the exception of the first two reports, which were written by the project editor, the editor was provided with project field reports as the basis for the final document. She utilized a format worked out together with the principal investigator. This format was not the same as that used for the field reports; rather, adjustments were made on this original format due to the principal investigator's desire to provide readable documents in which the headings would more readily feed into each other. The "Where, When, How, What, Why, Who" format which was developed is adaptable to all compensatory education projects. A format more similar to that used in the field reports is used with the desegregation projects.

The field reports given to the editor varied in terms of style and of breadth of information provided. In most cases, the editor found it necessary to consult the field workers to clarify certain issues, and, in some cases, went back to the original documentation for some information. This provided another avenue for assuring that subjectivity in the reports of the field workers was identified as such or translated into a more objective statement in the final documents.

E. Request for Extension

A project extension of seven months (until January 31, 1973) was sought for several reasons. The early delays in the project due to the lack of project data delayed the entire process. The principal investigator's decision to conduct one-day follow-up visits to the thirteen sites in the fall of 1973, postponed the date on which such documents would be completed. The varied nature of the project interventions and local situations precluded the staff from growing more efficient in terms of use of time at the sites. Thus, each field visit and each field report had to be approached anew whereas it had been assumed that there would be a greater degree of comparability leading to a greater efficiency and generalizability.

These follow-up visits were made by the principal investigator and one staff member. Each follow-up visit was preceeded by a review of all documentation on the project to be visited and a discussion of the latest draft of the descriptive report on the project. These visits were used to confirm the appropriateness of the decision to include each as exemplary, to determine the capability of each site to absorb and manage the attention likely to result from its designation as exemplary and to determine the willingness of the local staff to consider becoming a demonstration center. These follow-up visits resulted in one project's being removed from the list of exemplary programs. Several sites were identified as possible locations for demonstration centers but changes in program emphasis at the national level made further work on that aspect of the follow-up inappropriate.

In addition to these follow-up visits the extended period was used to allow for final editing of descriptive reports and the preparation of this final report.

III. Results

The twenty-one sites visited, and the nature of the interventions observed are listed below. Ten of these 21 projects are discussed extensively in the brochures comprising Appendix C. These projects were considered by our staff to qualify as "exemplary of trends, progress, and problems in compensatory education. A very brief description of each of these projects follows, numbered alphabetically from 1 to 10 . This listing is followed by brief descriptions (11 & 12) of two school desegregation projects which are considered by our staff to be outstanding. Fuller reports on these two projects appear as Appendix D. Items 13 through 21 consist of slightly longer discussions of nine projects on which site visits were made but were not judged to be appropriate for designation as exemplary.

(1) Project Success, Atlanta, Georgia - A behavior modification program with adequate and continuous teacher in-service predicated on a supportive approach to teachers; flexible use of grouping and within-classroom learning centers.

(2) Development Learning Centers, Greene, New York - A center for children with learning problems situated between several classrooms. Staffing is such that either the teacher or an aide is available to work with individual children for a sufficient time to determine the most effective approach and materials. Center is an integral part of total-school approach.

(3) Directed Learning Program, Hempstead, New York - A continuous progress, non-graded approach emphasizing flexibility in grouping within

100 to 120-member (children) and eight-member (adult) educational families; involvement of aides as teachers; and individualization based on a series of levels.

(4) Special Reading Program, Mishawaka, Indiana - A 30-minute daily reading program for slow readers, used as a supplement to regular reading; utilizes an eclectic approach stressing word attack skills with groups of from 6 to 10 children. Some children stay in the program five or six years. Adequate and continuous in-service with teachers confident in their role as specialists.

(5) Harlem Prep, New York, New York - A storefront location in the center of Harlem enables this school to be truly of the community with a diverse range of teachers and students working together to develop programs relevant both to students' interests and to college preparation.

(6) Follow Through, Richmond, Virginia - Parent-educators are crucial as they help parents gain confidence in working with their children on tasks while involving them in the planning and policy-making of the project. Continuous in-service enables teachers to feel confident in their roles and to work with parents as partners.

(7) Project Stay, St. Louis, Missouri - A drop-out prevention program which places students in meaningful jobs for 1/2 day and provides daily counseling with teacher-coordinators. Teacher-coordinators play a key role and are selected for their ability to relate to adolescents as well as for their knowledge of a job area.

(8) Health Program, San Diego, Texas - Attention is given to the total physical health of the child as a crucial prerequisite for learning. Schools have

become community centers as more children eat there, as more and more preventive health measures are employed, and as parents become involved in this approach to education which stresses the development of the total child.

(9) Follow Through, Trinidad, Colorado - An open classroom with two aides and a teacher to work with heterogeneous groups or with individual children, provides the basis for a developmental approach to learning. Two curriculum coordinators are constantly available to teachers for support in materials, approach, creativity and relate to the teachers as equals.

(10) Amijo Bilingual Program, West Las Vegas, New Mexico - A bilingual program utilizing individual and small-group instruction in an open classroom situation. Basic reading and abstract math skills are taught in Spanish, the dominant tongue. English is taught as a second language and is employed in teaching computational skills.

(11) Desegregation, Berkeley, California - Involvement of teachers, community, parents and students in planning, innumerable meetings, and a strong board and superintendent facilitated the initiation of desegregation of a K-3 4-6 plan. Significant influx of minority staff at all levels and efforts at eliminating tracking as an example of institutional racism are indicative of the seriousness of this system's efforts to move from desegregation to integration.

(12) Desegregation, Orangeburg, South Carolina - Unification of the school district under court order led to a cluster/pairing plan for the elementary schools with secondary schools becoming one or two-grade, all-city institutions. Human relations sessions for staff and secondary students, student advocacy counselors, and an active Citizens Advisory Committee truly re-

presentative of the district have been essential to the desegregation process. Nine sites were selected for visits which are not treated in a brochure. The reasons that these projects could not be considered exemplary for the purposes of this study will be discussed in the following short descriptions of each:

(13) and (14) Peer Tutoring Programs, Alpine, Utah, and Waco, Texas - Since the intervention at both of these sites are conceptually the same, they will be discussed in the same section. Alpine was visited first. The program there utilizes upper elementary students to tutor 1st, 2nd, and 3rd graders using an adaptation of the Structured Tutorial Reading Program. Manuals are provided for the tutors as well as for the tutor-trainers and an extensive supply of materials and tests, programmed to the sequence, is utilized. The Alpine tutorial teachers implement the use of contingencies and throughout the tutorial classes one hears the term "goal" used consistently. The tutorial sessions last 30 minutes each day with simple, yet highly developed procedures enabling each child to know what he is to do next. Tutors generally write daily progress notes to tutees' parents. Tutor training emphasizes patience and the tutors are especially sensitive to the way the tutee's problems reflect on their performance. There is flexibility in tutor assignment should problems arise. While the program implementation appears to be smooth, the problems involved are not representative of those encountered in situations with a large concentration of disadvantaged students, and the decision was made to attempt to locate a peer-tutoring program at another site.

A program for preschool children in Waco, Texas was subsequently visited. This project implemented at a daycare program in a neighborhood center, uses a series of individualized curriculum material as well as contingency management.

(15) Reading Centers, Broward County, Florida - This program was selected for a site visit due primarily to its stress on extensive diagnosis, coupled with an individually prescribed program with some group work, working with children 90 minutes each day. The diagnostic system utilized appeared to recognize the strengths and weaknesses of the learner as well as the multiple causative factors inhibiting the learning process. Attention appeared to be given to the learning environment and its relevance to the child . However the field team was not able to observe the project in action due to a failure in communication between the study staff and local project staff. Though the local project staff had been informed both in writing and by phone of the nature of the site visit, they were not receptive when the field workers arrived at the project, maintaining that a similar study had just been completed and that further study of this nature at this time would be time-consuming and repetitious. We were subsequently able to secure copies of the study mentioned and analyzed it prior to making a final determination concerning this project. The study did not provide the kind of information and analysis we had hoped to produce as a result of our field work, making further consideration of inclusion of this project unfeasible.

(16) Neighborhood Educational Centers, Detroit, Michigan - Operating as a total school program in four Detroit inner-city schools, NEC focuses on the achievement of grade-level performance on standardized tests. This performance is to be achieved through a program of individualization and prescriptive assistance. "Clusters" of four teachers and 66 students are assigned to

three classrooms and are aided by a Curricular Assistant Principal (two at each school) who oversees the implementation of both the conceptual and operational elements. Home Curricular Specialists provide direct assistance to parents. The Media Center is used to support the instructional program. Flexible teachers are crucial to this program as the teacher must be diagnostician, materials specialist, learning consultant, and counselor, all on an individualized basis. Effective grouping is viewed as a key programmatic element and various types of groups as well as bases for grouping are employed. The bases for grouping are diagnostic information, pupil interest, self selection of materials, individual profiles and attitudinal differences. The types of grouping are achievement, special needs, team, interest and research. Lesson plans which correspond to the steps of the learning sequence in a prescription clearly state what the teacher does as well as expected pupil responses. Since progress is dependent on the teacher's knowledge of individual needs, accurate current records are kept; primary among these are the Curriculum Embedded Tests which measure pupil performance on a set of behavioral objectives presenting sequentially ordered skills. The exemplary aspects of the project are obvious: a clearly articulated rationale, well-developed methodology, development of a curriculum for carrying out the prescription process, well-integrated diagnosis and evaluation, high degree of staff and community involvement as well as open lines of staff communication. The state legislature has put the project students under great pressure to perform on standardized achievement tests, and this typifies the type of political pressures that have prevented the project from developing to its potential. As might be expected with a project funded for a limit of three years in a low-income area, there is a degree of skepticism concerning continuation of funding leading to some hesitations in terms of thorough implementation. Thus, while the design of the project and the staff's commitment to the use of the design to truly individualize their approach to children are commendable, outside pressures have been substantial and have helped to create a tenuous situation which motivates the possibility of the project's fulfilling its promise.

(17) Desegregation, Evanston, Illinois - The one nearly all-black elementary school in Evanston was converted into a laboratory school, drawing a multi-racial propulation of students from throughout the community. The students who live in the neighborhood are currently bused to various outlying schools. The laboratory school operated effectively as an experimental model for the other schools based on a team-teaching, non-graded structure. All schools operate within the framework of experimentation and their administrators are knowledgable of the conceptual changes which are necessary prerequisites to operational change. Continuous in-service programs have been employed in Evanston for several years with the goal of an integrated system acting as a spur to encourage staff members to be innovative. The community as a whole is extremely well-informed on matters of education and has insisted that it be an active participant in all matters concerning the schools. Due in large part, no doubt, to the fact that the overwhelming majority of blacks in Evanston are middle-class, community goals in terms of education are relatively homogeneous and blacks and whites cooperate effectively in securing these goals. Blacks have assumed positions of authority and leader-

ship in the community as well as in the schools. The system, however, does not as yet provide adequate programs at the secondary level for students falling behind in basic skills. The unstructured programs which are available beginning at the junior high level cannot aid the student who does not yet read or do math at grade level. The individualized approach so evident at the lab school has not yet been initiated at this level. The wide variety of curriculum offerings at Evanston High School serves only to mask the failure to assist students, many of whom are minority students, who still need some work with basic skills to enable them to finish school. In their sincere and, for the most part, successful effort to alter racial balances in elementary schools and to initiate innovative and individualized programs, the failure has been in not continuing this individualized approach into the secondary level.

(18) Sherman High School is a boarding school run by the Bureau of Indian Affairs with 500 students representing over twenty tribal groupings. The majority of the students were school dropouts and/or social referrals. In 1970-71, after a thorough deficiency and needs assessment involving students, tribal education committees, staff, and parents, Sherman embarked upon a multi-pronged program to improve the education of its pupils. The remedial reading component - consisting primarily of the reading laboratory - was established as a part of that effort. It was this aspect of the program which was nominated as exemplary and therefore observed as a part of this project.

Assembled by the Educational Development Laboratory (North Hollywood, California), the laboratory design is intended to maximize learning through individualized instruction. Instruction in reading and other communication skills includes individualized instruction in spelling and writing. Prescription of instruction is handled within the structure of the system by individual testing of each student for each sub skill. The prescriptive testing is done prior to the time that the skills are requisite to understanding new materials. Students pass through the instructional cycles at their own pace; they receive instruction only in those sub skills where they have demonstrated difficulty.

The laboratory contains "stations", each geared to a particular instructional activity. This enables the teacher and paraprofessional to move readily from individual to small group instruction or to work on drill activities with one group while individuals work at other stations. The ninth grade students who utilized the laboratory in 1970-71 made a mean gain of 2.8 years as measured on the California Achievement Test.

Although these results appear to be positive for a secondary grade level and although the field site visitors were impressed with the central staff members, efforts to motivate and reinforce learning through sensitivity to individual personal-social needs, these efforts of one innovative educator have not proved to be sufficient to continue the project at such an impressive level. The second laboratory, initiated in January, 1972, has not been staffed with comparable personnel and has not been as effective. The administration of the school appears convinced that the physical layout and equipment of the laboratory are the essential components of its effectiveness, whereas it appears more likely that it is the blend of these elements with the personality and teaching techniques of the original teacher that contributed to the initial success of Lab I.

Thus, whereas certain test results coupled with imaginative utilization and integration of several approaches to reading indicate an effective intervention, the current (fall, 1972) direction of the program points to a watering down of the exemplary blend of features achieved in the program's early months.

(19) CAMPI Satellite Preschools, Seattle, Washington - With eight half-day preschools operating in central area churches, this project serves 240 children in an integrated setting. Community residents, many of whom are mothers, are trained to teach the DISTAR curriculum with three salaried teachers employed at each center. The children are placed into four academically homogeneous groups and the day is divided into language, reading, math and enrichment periods with snack and play times for the entire group. The enrichment program is conducted by volunteers for the most part and, therefore, varies in quality from one situation to another. The program is obviously meeting its objectives of teaching basic skills to children--at the completion of the program many children read on a level beyond Grade 1-- and of assisting mothers in becoming active members of the school team. However, the design of the program fails to consider the importance of providing teachers with some measure of training in child development as it concentrates solely on the DISTAR approach. Since this approach emphasized cueing, teacher hand motions and strong, loud immediate children responses, an untrained teacher can easily become too rigid within the approach. As a result, problems, either cognitive or noncognitive, which individual children may be having can be overlooked as long as the lesson plan progresses. While the theory behind having one DISTAR-trained professional working with tea-

chers at two or three schools in a continuous in-service program is a sound one, the tendency of at least one of these teacher-trainers to adhere strictly to curricula issues in working with the teachers and to treat the teachers in a condescending manner negates, in large part, the positive input this component could provide. The fact that the project director and the three teacher trainers are white whereas the neighborhood, as well as the teacher and student population is overwhelmingly black, leads one to further question the seriousness of the intent to create a community-based organization.

(20) Cureton Action Reading Program, Wyandanch, New York - While this reading program presently operating in the first grades in Wyandanch is using basically a very concrete phonics approach, consistent effort is placed on involving the whole experience of the child in the learning of sounds. A variety of efforts are directed at utilizing sounds which are associated with concrete objects in the child's world; for example, "s" is introduced as the "engin" (initial) sound of a familiar name, object, or action such as Sally or slam the door. Teachers are encouraged to make up their own materials and to use the children's home environment as their point of reference. Eight mutually reinforcing components are included in the program:

(1) Direct, clear instruction related to specific objects;

(2) High expectations and respect for every child;

(3) Intensive physical participation of the teacher and children and active involvement of parents;

(4) An atmosphere of confidence, demand and challenge;

(5) Emphasis on understanding and comprehension;

(6) Positive reinforcement generating a cycle of high expectation;

(7) Intensive reading instruction emphasizing phonetics; and

(8) Expectation of success on the part of the teacher.

A Pre-service training workshop involves the teachers in study and practice teaching. The program's originator is available to lend his enthusiastic and positive assistance throughout the year. While the project appears to be exemplary within the framework of our guidelines, it has not been included in a brochure for two reasons: (1) the intensive drilling which characterizes the project and is designed to initiate the child with a positive attitude toward, as well as skills in, reading takes place during the first four months of the academic year and the staff had not yet received data on this project at that time; and (2) the very high test scores secured by Wyandanch students in April, 1972 have been questioned in a highly publicized debate; subsequent test scores have not yet been released, resulting in a controversy which should be settled prior to the dissemination of a brochure on this project.

(20) Exemplary Magnet Program/Desegregation, Tacoma, Washington - In an effort to eliminate de facto segregation at a predominately black inner-city elementary and junior high school, the junior high was closed and the elementary school converted into a team-teaching, continuous progress "magnet" school.

Significant numbers of whites chose to bus their children to this innovative setting and a magnet program was initiated which united this central area school and two outlying schools in white areas in a permanent relationship based on the educational continuous progress programs in each school. Under a summer counseling program, inner city parents are visited and assistance is provided in selecting schools for new students. In addition to the black students bused to the two outlying project schools, nearly all of the district's 43 elementary schools have some central area students bused in on a voluntary basis. Parents have become very supportive of the continuous progress approach and have been instrumental in implementing this approach in several junior high schools. The superintendent and his staff have been supported by the school board in their efforts to eliminate de facto segregation. However, educational inequities have resulted from this process of extensive movement of students to schools of varying quality. Several central area schools with predominantly lower-class white populations are unresponsive to the needs of their student communities. Workshops dealing with issues of desegregation have not been coordinated in an effort to reach all teachers, and many staffs are being asked to implement continuous progress programs with only two days of preparation. Even in the magnet program, the two outlying schools continued to operate independently with variations in staff commitment to and implementation of the continuous progress model. The almost complete absence of minority members in positions of administrative power as well as the lack of a coordinated effort to integrate minority viewpoints and concerns into the curricula are viewed by many as signs of paternalism. While voluntary two-way busing does appear to have created a viable desegregated system in Tacoma, the range of quality in school programs necessitates the maintenance of a certain level of hypocrisy in order to continue this voluntary movement of students. While the Tacoma approach to desegregation based on a series of small moves appears to diffuse the possibility of adverse reaction in the community, it also diffuses the possibility of uniting community and school together in an effort to equalize educational opportunity.

IV. Conclusions

A few conclusions regarding components of "exemplary" projects can be tentatively drawn on the basis of our data. Caution must be observed in doing so, however, as it is most frequently the combination of interventions which results in effective education, with this combination adopted to the unique aspects and assets of a specific community. With these reservations in mind, reference can be made to some features which tend to be present in a number of successful programs of compensatory education studied.

(1) A comprehensive supportive effort to assist teachers in their efforts to implement a program is often seen in the more promising programs. In its most effective form, this effort usually operates through several staff personnel who spend time in and outside of the classrooms working with teachers individually. A continuous program of in-service training throughout the year, including some intensive periods in workshop study, with teachers playing a key role in deciding the content and nature of the training, is also often seen.

(2) Significant involvement of additional adults (of ten teacher aides) in the teaching-learning process seems to pay off. With adequate and continual training, teacher aides have provedn to be an invaluable classroom resource. When such aides are involved in day-to-day planning and given some freedom to utilize their particular strengths within the project, the results are often very positive. Provision for aides to secure further training and become teachers is also found in some of the successful programs.

(3) Flexibility in grouping - when group instruction is a part of the daily program, it tends to be most effective if students are not confined to static group arrangements. Regrouping to meet special needs and purposes provides a dynamic interaction which allows both teachers and students to utilize their own and each other's strengths and opportunities to compensate for weaknesses.

(4) "Opening" of the classroom - the use of learning and/or interest

centers within the classroom provides an environment which allows children to explore individually or in groups, and teachers to individualize instruction more effectively. In these centers pupils are encouraged to go in depth into theme-centered projects and to explore materials and problems independently but with help close at hand.

(5) Staffing with personnel who are committed to the particular project and its pupils is so frequently encountered as to be considered essential. The roles of good leadership and dedicated staff cannot be over estimated.

(6) In most of these projects one senses a commonness of purpose and concern between home, community and school. Repeatedly we observed attention being given to insure that home experiences reinforced school experiences.

(7) In many of these projects, not only was the program child centered but failure to learn or progress was first attributed to the program rather than to some thing wrong with the child.

(8) While approaches and emphases varied from one project to the next, within each project there appeared to be a clear sense of purpose or goal and some agreed upon strategies by which they were to be met.

(9) Many of these projects in some way involved an emphasis on individually tailored planning of learning experiences and staffing patterns which enabled the adults present to give attention to individual needs.

In desegregation projects, these features are:

(1) Commitment of the superintendent and school board to the plan from its inception.

(2) Constant participation of community, staff and students in all stages of desegregation from planning through implementation.

(3) Continual monitoring of the desegregation process by many sources with feedback to the staff, leading to efforts to refine and move the system toward true integration.

(4) Again the role of dedicated leadership through which purposes and goals are articulated seems an important part of effective desegregation or compensatory education. Obviously these common features do not in and of themselves constitute a program.

It is, however, the blend of these and other features which ultimately determines effectiveness. A project could include all of the right features and yet not be an effective program. The situation in which it exists seems also to be a crucial variable. This is not to suggest that each project is so unique as to make replicability impossible; many aspects of these projects can be replicated. However, the lack of comparability across projects encountered in our efforts to generalize from our research can serve as a warning that situational factors, both weaknesses and strengths, must be taken into account. Human development through education is not sufficiently predictable or our knowledge sufficiently exact to permit the generation of generic models for intervention in the process.

Edmund W. Gordon
Carolyn Ralston Brownell
December, 1972

APPENDIX A: SCHDEULE OF PROJECT CHARACTERISTICS

I. GENERAL DESCRIPTION - PROJECT

A. Level

B. Nature of program

C. Number and ethnicity and economic background of students (describe thoroughly including variations)

D. Number of staff, full or part-time

E. Sponsoring group operating project

II. GENERAL DESCRIPTION - COMMUNITY

A. Population of community

II. GENERAL DESCRIPTION - COMMUNITY (continued)

B. Rural-urban-suburban

C. Economic base of area

D. Modal income - percent low income

III. SCHOOL SYSTEM

A. Recent background and development (number of schools, districts, personnel, funding history)

B. Other projects operative since 1960 and cooperation between projects

1. Description

2. Funding

III. SCHOOL SYSTEM (continued)

3. Results

4. Current status

C. Relations with community

1. Elements represented on school board or relevant governing board

2. Press coverage

3. Community feeling toward superintendent/ administration

IV. PROJECT INTERVENTION (continued)

2. Attention to affective factors

3. Attention to health factors

4. Time divisions

V. STUDENT REACTIONS

A. Student reactions/interactions with teachers

B. Student reactions/interactions with aides

C. Student reaction to materials

IV. PROJECT INTERVENTION (continued)

G. Facilities

H. Application of method (Give detailed description, including such things as grouping patterns.)

1. Attention to cognitive factors
   a. Demands that adults place on youngsters

   b. Pattern of student responses to these demands and adjustments

   c. Adjustments that adults make to students' varied learning styles

IV. PROJECT INTERVENTION

A. Student characteristics -- problems and strengths

B. Planning of project

C. Change in S-T ratio -- How many students and teachers in classroom?

D. Institutional aides - Number and functions

E. Use of special materials (content, how many, how used?)

F. Use of special equipment (what and how used?)

V. STUDENT REACTIONS (continued)

D. Student interaction with students

E. Students' participation in planning

VI. INSTRUCTOR REACTIONS

A. Teacher interaction with aides

B. Teacher interaction with students

C. Teacher-aide interaction with students

D. Teacher reaction to materials

VI. INSTRUCTOR REACTIONS (continued)

E. Aide reaction to materials

F. Teachers' participation in planning

G. Aides' participation in planning

VII. STAFF

A. Criteria for selection

B. Ethnicity, background and training

C. In-service connected with project (including teacher-aide in-service)

VII. STAFF (continued)

D. Inter-staff communication and cooperation (including teacher-aide)

E. Psychological tone set by director and other personnel vis-a-vis students, parents, community

VIII. OBJECTIVES

A. As originally stated in proposal

B. Modifications and/or implicit objectives

C. Evaluations -- including descriptive and quantitative

IX. PARENT - COMMUNITY INVOLVEMENT (continued)

F. Community groups and individuals actively informed and/or involved

X. COST/BUDGET

A. Total cost of project

B. School system cost per student

C. Cost per student in project

D. Source of funds

E. Feasibility of local take-over of funding

IX. PARENT - COMMUNITY INVOLVEMENT

A. Needs assessment done in community?

B. Efforts to involve all parents in planning, continual communication, policy making

C. Nature of parental involvement and impact on program

D. Parents and community people as teacher-aides or volunteers

E. School-project-home communications

INVENTORY OF ALL MATERIALS USED

XI. PROBLEMS

APPENDIX B: QUESTIONNAIRE - DESEGREGATION SITES

I. Superintendent and School Board

A. Superintendent (at time of plan implementation and since)

1. No. of years in this position?

2. No. of years employed in system?

B. School Board Members (at time of plan implementation and since)

1. Name; Race; years on board; relevant characteristics of board members

2. Are school board members elected or appointed? if appointed, who appoints them?

3. Do contacts anticipate any major changes in the composition of the board?

4. In what ways, if any, did the board attempt to solicit community support for the plan?

5. Do the superintendent and school board members send their children to private schools? If so, which ones?

II. Desegregation Plan (Probably best answered by superintendent, involved lawyer, or minority group.)

A. History

1. On what date did the school board first begin to develop a new plan?

2. If the school board developed its own plan, name the specific staff members, with titles, who did the basic work of plan development.

3. Did a Title IV Desegregation Center help the distirct and/or Justice Department and/or HEW prepare a plan? Which one? Explain.

4. What pressure ultimately forced the board to develop a new plan (HEW, Justice Dept., private plantiffs, etc)? how consistent was the pressure?

B. Community atmosphere

1. What have been the newspaper positions on the plan requirements and implementation? (Attach or summarize clippings)

2. What have public officials said and done? (List officials, other than school board board members, and their positions on plan)

3. What old and new organizations have worked for, made public statements, and/or taken action against the plan? (List and explain composition, role, and actions)

5. What are the public issues that have been raised? (Example, inter-district busing, intra-district busing, lowering of education standards, etc.)

6. Describe any demonstraton, boycotts, or other incidents. Who held them? When? How many participated? What were the immediate and long term results.

C. Student Assignment (Assumption that plan and report to court or HEW have been analyzed and compared)

1. Which, if any, schools are being run on double session? For what reason? What is their racial composition? What is the racial compositon of each shift? In what areas are they located?

2. Do schools have staggered hours? If so, for what reason? Explain.

3. Which, if any, schools are over-capacity according to the district's criteria? (Give criteria; can be found in ADA reports) What caused this? (Give examples) What is the racial composition of schools over-capacity? Where are they located?

4. How many schools use portables? What is the level, racial composition, and general location of schools with portables? Are these schools above or below, by level of school, the average district school size? What are the district's plans for future use of portables, if possible to find out?

5. How many schools have been closed under the current plan? Give former racial composition and level? Why was each of these schools closed? How old was each one when it was closed? How is each of these schools now being used either by the school district or some other organizations? Give examples (administrative offices, day care center, community facility, etc.). What are the district's plans for future use of each school?

6. What are the district's plans for new construction? Where will new schools be located? What is the minority group make-up of the neighborhood? What is their anticipated racial composition? What is the status of each anticipated new construction (site acquired, money raised, contract let, etc.)?

7. How many special schools are there (Special ed.; Special Problem, Vocation, etc.)? List and give grade span and racial composition. Are any new this year or with the implementation of the current plan? Have any increased in enrollment since the beginning of the school year? Explain.

8. Is white student enrollment generally increasing or decreasing in the district? Is black student enrollment generally increasing or decreasing?

9. Are any students attending other schools in the district than the schools to which they were assigned? Under what rationale? Explain.

D. Transportation (Ask of transportation director)

1. Data Chart

	Current Plan	Year Prior to Current Plan
Students bused (Total		
White		
Black		
Chicano		
Elementary		
Junior H.S.		
H.S.		
Buses used		
Total Miles traveled each day		
For all students		
Average length of ride		
Average time of ride		
Longest distance any student bused		
Longest time any student bused		

2. How many new buses have been purchased under the current plan? What was the total cost of the new buses? How ere they financed? When were they ordered and delivered? Are any more buses on order? How many? When were they ordered? When will they be delivered?

(Ask of community leaders):

3. Have there been any problems with the operations of the buses. Has criticism come from both the minority and non-minority community? Explain. Do such problems seem peculiar to any one section (race, socio-economic level) of the district?

4. Is there a majority to minority transfer provision in the current desegregation plan? Are all students' choices granted under this provision? Is free transportation provided to all students exercising such choices? If not, why?

5. Is there a district policy or state law which has created busing problems? (Ex: distance requirements before buses provided, speed limits on super highways, etc.).

6. Is there a state law or Governor's order prohibiting busing and/or the expenditure of public funds for busing? How has it been enforced?

7. Are there adult monitors on buses? What is their role? What is their race? Have they been added since the new desegregation plan? For what reason?

8. Have racial incidents occurred in buses? Are there more or less of such incidents year by year?

9. Have there been any serious accidents or injuries on buses this year? Are there more less than in previous years?

10. Does the district use student or adult bus drivers?

11. What is the minority group composition of the bus drivers? How many have been hired since the plan and what is their racial composition. Have any drivers been dismissed? For what reason? What What is their racial composition?

12. Are there any segregated bus routes or one race buses picking up students in opposite race or integrated neighborhoods? Eaxplain.

E. Staff Assignment

(Ask of Superintendent)

1. What is the racial composition of the following full-time positions?

Superintendent
Assistant Superintnedents
Supervisors
Other Central Office Staff
Clerical Staff
Principals
Vice-Principals
Counselors
Librarians
Nurses
Classroom Teachers
Teacher Aides
Janitors and Engineers
Lunchroom Workers

2. How has the composition of the staff changed over the past years?

Superintendent
Assistant Superintendents
Supervisors
Other Central Office Staff
Clerical Staff
Principals
Vice-Principals
Counselors
Librarians
Nurses
Classroom Teachers
Teacher Aides
Janitors & Engineers
Lunchroom Workers

3. Have teacher hiring methods changed since the desegregation plan? Explain.

4. How are teachers recruited? Are black colleges visited? If so, which ones? How many white colleges are visited?

(Ask of minority group principal or teacher)

5. Is there a Teachers' Union and/or other professional organization? What is its role? What has been its position vis-a-vis the desegregation plan? Does it have a contract?

6. How many bi-lingual teachers are there?

F. Central Office Characteristics
(Ask of minority group administrator and/or board member)

1. Superintendent - Did former superintendent leave over the desegregation issue?

2. Assistant Superintendents and other central office staff

   a. Did blacks or chicanos have any of these positions prior to desegregation? Explain.

   b. Were any of these positions created subsequent to desegregation? Explain.

   c. Were any former black principals promoted to these positions? Do they have as much responsibility as before? If not, explain.

   d. What are the criteria for promotion to administrator?

III. Teachers and Principals Policies, Procedures, Rights, Reactions

A. Overall ratios

1. What has been the district-wide minority group (by each group) to non-minority group faculty ratio since the 1968-69 school year? If there has been a change in the ratio over these years, why and how has it come about? How does the faculty ratio relate to the student ratio?

2. What is the minority and non-minority group composition of new teachers hired each year since the plan? How has this affected the faculty ratio?

(Ask of minority group principal, teacher, or leader)

B. Changes in teachers, administrators (Clearly distinguish among principals, vice-principals, classroom teachers, coaches, band directors, choir directors, etc.)

1. What are the non-racial and objective criteria for demotions and dismissals? Attach copy of the criteria.

2. How many minority group teachers or administrators have been hired since the plan went into effect?

3. How many minority group teachers or administrators have been demoted by level of school and year?

5. How many minority group teachers or administrators have been promoted? To what positions?

6. Have any teachers or administrators fought their dismissals or demotions? What happened? Explain.

C. If there is one, has the Teachers' Union or other professional organization been of assistance to minority group teachers and principals discriminatorily dismissed or demoted? Explain.

D. Has the minority group community organized around this issue? If so, explain what they did and results.

E. Administration Policies

(Ask of black and chicano principals and teachers).

1. What policy changes have been made by the administration for teachers and principals since desegregation? Explain.

2. Are principals and teachers allowed to discipline students regardless of race? Explain.

3. Are teacher sponsors for student activities selected on the basis of race? Explain.

4. Do administrators or principals interfere, on the basis pf race, with teachers' methods, grades, etc. Explain.

5. Are minority group teachers more closely supervised? Explain.

IV Students - Treatment, Activities, Behavior, Reactions

A General student desegregation analysis by district

(Ask of superintendent)

1. Does the district have test data indicating the performance level of pupils by minority group in an integrated situation as opposed to their performance in a segregated situation? Discuss in detail if possible.

2. If all black or brown or highly majority black or brown schools remain in the system, is the district making any special efforts to monitor (through a testing program) the performance of black and brown and minority white students in such schools as compared to their racial and socio-economic counterparts in other more " balanced" schools in the system? Explain. Do such schools receive any special attention in terms of program innovations, facility renovation, and maintenance, etc.?

B. In-school and classroom segregation

(Ask of minority group students and teachers, note grade and school where occurs.)

1. Are there any all-minority group (black, brown and/or black and brown) or all-white classes?
2. Are there any classes significantly imbalanced (over 10 percent deviation) from the minority group composition of the school?
3. If yes to either of above, are the teachers of these classes of the same race as the students?
4. Is a track system used? Do the tracks follow a racial pattern? How are students placed in the various tracks? Explain.
5. Is ability grouping used? Do ability groups follow a minority group pattern? Are they set up on the basis of tests? How are the tests administered? Explain.
6. Is there segregation within any classes? How does this come about?

C. Curriculum

(Ask of minority group students and teachers)

1. Is the curriculum geared toward all cultures and ethnic backgrounds? Explain.
2. Are multi-ethnic textbooks used?

3. Has the district initiated any new programs or curriculum " innovations" during the past two years (particularly individually oriented or ungraded programs)? Explain. To what degree and how many students are affected? How does this affect minority group isolation?

4. Is flexibility built into the curriculum in terms of encouraging the teacher to bring in various points of view?

D. Extra-curricular activities in desegregated schools

(Ask of minority group students carefully note minority group composition of schools being discussed)

1. Student Council, etc.

   a. Is the student council representative of the entire student body? Explain. How are representatives chosen? What qualifications are required? What are the voting procedures?

   b. Have any of the procedures been adopted after desegregation? If so, how have they affected fair representation?

2. Bi-racial student committee (Ask of student chairman)

   a. Does your school and/or district have a bi-racial student committee to aid in the desegregation process?

   b. How was it selected? Is it representative of the entire student body of the school and/or district?

   c. What are its responsibilites?

3. Sports

   a. Are all sports teams integrated? Explain.

   b. Are there any qualifications other than ability for sports teams (for example - academic achievement)?

c. Do the coaches play athletes according to their abilities? Explain.

d. Do the coaches attempt to get outstanding minority group athletes scholarships to college?

4. Cheerleaders

a. Are the cheerleading squads integrated? Give racial compostition.

b. How are they chosen? Has there been any problem over the selection process?

5. Band and majorettes

a. Is the band integrated? Give racial composition.

b. What qualification are necessary? Are minority group students encouraged to join?

c. Are routines from both the formerly black and white schools used?

d. What is the racial composition of the majorettes?

e. How are they selected? Has there been any problem over the selection process?

6, Choir

a. Is the choir integrated? Give racial composition.

b. Are the soloists from white and minority groups?

7. School Newspaper

a. Does the school have a student newspaper? Is the staff integrated?

b. Does the school administration place any restrictions on the paper? Are any of them related to race?

8. Honor Society

a. Does the school have an honor society? Is it integrated?

b. How are members selected? Has there been any controversy over the selection process?

9. Other clubs

a. Do any of the clubs bar membership of minority group students or discriminate against them? Explain.

b. Do minority group students have their own clubs? Explain.

E. Guidance Counselors

(Ask of minority group students)

1. Are minority group students discouraged from entering the college preparatory curriculum? How?

2. Are minority group students urged to go on to college? Are they urged to apply to black colleges? Explain.

3. Are minority group students informed about scholarship opportunities?

4. Do minority group students tend to get referred into vocational education programs and "dead=end" curricula? If so, what types of programs are they most frequently referred to ?

F. Behavior and discipline procedures - Attach copy of student disciplinary code or handbook.

(Ask of black, chicano, and white students, by school)

1. Is there a set of student rules? Are they in a handbook? Who devised them? Describe those rules the students most object to.

2. Is there a new set of student rules subsequent to desegregation?

3. Are the rules enforced equally against white and minority group students?

4. Do school officials search student lockers? Explain.

5. Does the principal use the public address system to monitor classroom activities? Explain.

6. Are police allowed in or stationed in the school?

7. Have there been any suits or court tests of the disciplinary code? Explain. Has it come under attach from any such groups as the ACLU, NAACP, black attorneys, student groups (identify), etc.?

G. Demonstrations and racial conflicts

(Ask of black, chicano, and white students)

1. Have the students held any demonstrations about the schools in the past few years? What were the issues and what happened? Were the leaders punished? List and explain.

2. Have there been racial conflicts in the school among students? List and describe.

H. Suspensions, expulsions

(Ask of central office staff and community contacts)

1. How many students by race have dropped out, been suspended, and been expelled since the plan went into effect (ask school officials; may not be possible to find out)

2. For what reasons are students suspended and expelled? Are some of the reasons new since the end of free choice?

V. Federal Funding

A. Does the district have any LEA-ESAP program? How much money? Briefly describe it.

B. What special funds have been utilized for desegregation programs? (Name source of funds and allocations).

C. What provisions have been made for future funding?

VI. Other Federal Programs

A. Bi-lingual programs

(Ask of school officials and parents)

1. Is there a bi-lingual program? How much is funded by the federal government and how much by the State?

2. Briefly describe it.

3. Is the program in chicano or desegregated schools and do both chicano and non-chicano students participate? Explain.

B. Title I Program

1. Briefly describe

2. Has the program been effective? Explain.

3. Has the program been significantly altered since implementation of the plan?

VII. Factors Leading to Potential New School Desegregation Problems

A. 1. Are there schools which are now 80 percent black or brown or above? If so, give racial composition of each for past five years. Was school created as a minority group segregated school? If so, when did it open?

B. White Flight

1. Name schools which have " shifted" from all white to all or predominantly black, brown, or black and brown or vice versa, in the past five years. Isolate the cause of the shift in each case.

2. How many white students left the public schools for non-public schools since the plan went into effect.

3. How many private (but non-Catholic) schools operate in the area? List schools, date opened, enrollment by year and race (estimate percent if actual figure not available) since opening for 1964, whichever is latest?

4. Have Catholic schools increased in white enrollment since the plan was implemented? If so, by how much? Are the Catholic schools desegregated? Explain.

5. Are large numbers of former public school teachers now working in Catholic or other private schools? Explain.

6. Have there been reports of increased movement of white people out of the central city to the suburbs since the desegregation plan was announced? Explain. What is the estimated number or rate of white loss?

7. Do the contiguous school districts to which whites are moving have fewer minority group students and minority group schools? Explain.

C. Affect of other government actions and programs.

1. Within the past four years, what effect have new public housing developments, "235" housing developments, or other federal housing programs had on (a) causing neighborhoods to "shift", (b) creating new racially impacted neighborhoods, or (c) increasing existing racially impacted neighborhoods? Explain.

APPENDIX C

NOMINATED COMPENSATORY EDUCATION PROJECTS

Project Success, Atlanta, Georgia

Developmental Learning Centers, Greene, New York

Directed Learning Program, Hempstead, New York

Special Reading Program, Mishawaka, Indiana

Harlem Prep, New York, New York

Follow Through, Richmond, Virginia

Project Stay, St. Louis, Missouri

Health Program, San Diego, Texas

Follow Through, Trinidad, Colorado

Armijo Bilingual Program, West Las Vegas, New Mexico

PROJECT SUCCESS ENVIRONMENT

(Atlanta, Georgia)

ERIC/IRCD Horace Mann Lincoln Institute
Teachers College, Columbia University
New York
1972

"Ignore and praise" is the creed that illuminates and inspires the classrooms of

Project Success Environment (Atlanta, Georgia).

Designed to

increase academic achievement of inner city children by enabling them to experience success in the school setting,
enhance their sense of accomplishment
develop confidence in self as learner

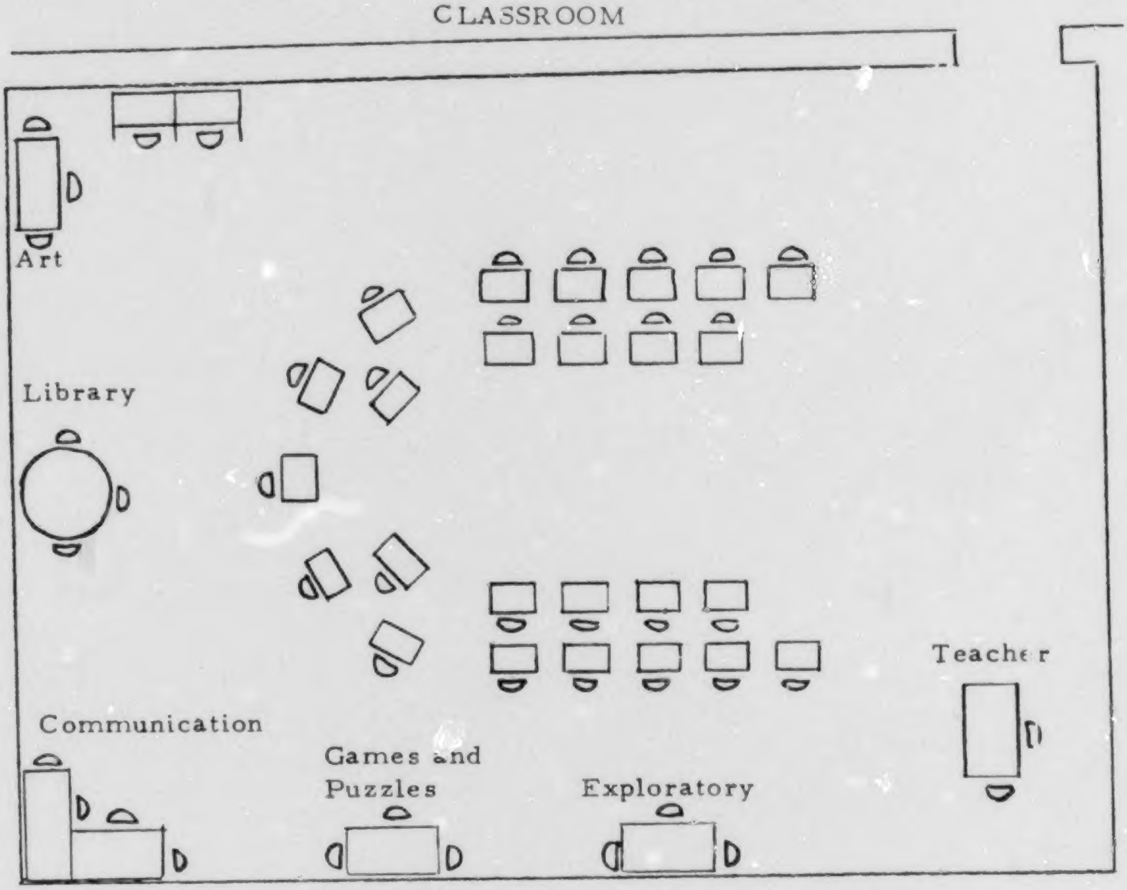
Through the use of

social and token reinforcement strategies
flexible use of classroom space
task oriented success curriculum
pupil focused interest centers

Project Success Environment has achieved

improved academic performance
more positive learning behavior
changed techniques of teaching
strategies for in-service training of teachers

FLOORPLAN OF A SUCCESS ENVIRONMENT CLASSROOM


Art
Library
Communication
Games and Puzzles
Exploratory
Teacher

This highly unorthodox classroom, the setting for Project Success Environment, greets the project obsever. For many of these inner city children, the traditional classroom has been the scene of humiliating experiences, an abattoir for their emotions and feelings. The drastic classroom alteration heightens the difference between their past school experience and this new, more positive one.

SUMMARY

Funded in part by ESEA-Title III funds and in part by the Atlanta, Georgia School System, Project Success Environment is now in Year II of a three-year program. A teaching technique of three components -- a reinforcement system, a special classroom arrangement, and a success curriculum, the project premised that, if inner city children can experience success rather than failure in the school environment, they will be able to accomplish more academically. The project aspires to effect positive behavioral changes in and subsequent academic progress by these children. For inner-city children Project Success Environment makes the adage "success breeds success" finally mean something. This program is exemplary because it has wrought significant positive behavioral changes in the pupils; positively affected the teaching experience of educators; yielded significant gains in academic performance; and can be easily replicated in other school systems. An now to Kipling's "six serving men -- what and why and when; how and where, and who" -- for the keys to Success Environment.

WHERE

The 400 children enrolled in Year II of the project live in East Atlanta, an urban area inhabited by approximately 13,000 of Atlanta's 502,500 citizens. (During Years I and II the program's racial composition was 100 percent black. Another school affiliated with the project in Year III; it is composed of 16 classes with 450 white students. It is projected that approximately eighty classes will be using the technique by the 1973-1974 school year). By all measures, Atlanta is one of the fastest growing and most progressive os Southern cities. However, like residents of other cities throughout the country, its inhabitants, particularly its poorer ones, encounter many urban generated and/or exacerbated problems. Near the downtown business district, East Atlanta is peopled by many families who emigrated from hard-core inner city neighborhoods. Although not inner city, East Atlanta is marked by many of the economic, social and educational problems that blight and disfigure the inner city: deteriorating housing (only 51.25% is classified as "sound", compared with the total city's 77.53%); high family mobility; a high delinquency rate, unpaved, poorly lighted streets; in adequate transportation; limited medical facilities and no drugstores; and insufficient recreation programs and community services. East Atlanta's unemployment rate of 6.13 percent (503 of 8,225) exceeds the national average. Of those that are employed, many earn less than $3,000 per year.

There are five school districts in Atlanta; thirty-four schools are in District V, the site of the program. Faculty desegregation of Atlanta's schools has been in progress since 1969; blacks now compose about 53 percent of all elementary and secondary school faculty. Of the 16 teachers currently in the project, 13 are black; all of the paraprofessional aides are black.

WHEN

Project Success Environment was inititated by the Central City Board of Directors, in collaboration with principals, other administrative personnel, and the District V Superintendent in 1969. Then the planning staff of the Atlanta Board of Education worked with principals, the District superintendent, and the Assistant Superintendent for Instruction to refine the procedures. The noticeable and enthusiastic support for the program apparent at all administrative levels may be a result of the joint, cooperative planning that preceded the program.

During Year I of the Project (1970-1971), 150 students were included in experimental classes which utilized the technique; grades 1 through 3 in the elementary schools and grade 7 in the middle school participated. In Year II (1971-1972), now in progress, 400 pupils in grades 1 through 4 in the elementary schools and grades 6 and 8 in the middle school are enrolled in the experimental classes. To test the project's effectiveness, during both years comparison classes have been studied as well. Although many of the children are from the so-called "disadvantaged" segment of the population, there are also pupils whom the project characterizes as from "lower middle income families". In the elementary schools, the experimental classes were chosen at random, and there are children with different levels of ability in each class. In the middle school, students were grouped according to ability. The total number of classes, pupils, and teachers increased in Year II, but the number of paraprofessionals decreased. This decrease resulted from a desire to cut costs and to ascertain whether the classroom teacher could utilize the success technique without an assistant teacher.

WHAT

The project objectives are defined as follows:

1. To create, develop and test the success technique over a three year period. It is hypothesized that, at the end of the second year, the success technique will have proved to be effective and will be documented well enough to permit replication in other cities or schools.

2. To train project teachers and have them utilize the success technique. It is hypothesized that the ratio of reinforcement to punishment given by project teachers will be significantly higher than that by comparison class teachers. It is also hypothesized that, at the end of the year, project teachers will elect to teach utilizing the success technique over other styles or techniques.

3. To observe, record and evaluate behavioral changes that occur in project pupils who are exposed to the success technique. It is hypothesized that, by the end of the school year, the project pupils will show more academic improvement, be less disruptive, evidence more on-task involvement, exhibit more positive attitudes toward school, and have a better self-concept than will comparison pupils.

How are these objectives accomplished? Through application of three strategies, inextricably bound togehter in the teaching-learning process: the psychological principle of reinforcement; the physical rearrangement of traditional academic space; and the utilization of a curriculum which allows maximum reinforcement.

WHY

Inner city children frequently have no experience with success, little experience with praise. Tragically, whatever the feelings of support they have received at home -- and they are not as infrequent as many critics would have us believe -- many of the traditional practices of the public schools deflate their budding egos and diminish their implicit faith in themselves, their ability, and their world. Defeat, despair, bitterness, resignation, defiance -- whatever adjective is chosen -- none augur hope, triumph, achievement. Like wind and sand on stone, the success technique erodes the wall of distrust and uncertainty; then, it helps to erect a new, equally impregnable wall bricked with accomplishment and mortared with confidence.

HOW

In a Project Success Environment classroom, the teacher reinforces constantly and immediately after the desired behavior. The Project Overview states:

> Reinforcement repeatedly gives the student an immediate sense of success and an accompanying positive feeling toward school in general and his own teacher in particular. If the reinforcements are administered properly, the student feels he has earned them and coped effectively with the environment. Finally, reinforcement provides direction and motivation for learning.

Reinforcement is not given haphazardly: a pattern is established so that children come to realize what behavior will be reinforced -- thus they know reinforcement is not chimerical, to be given at whim, and, as fancifully, withdrawn. Nor is it left to the individual teacher to decide what should be reinforced and when. Project teachers enter the success environment classroom with several "rules of thumb" culled from the work in reinforcement by Becker, Thomas, and Carnine:

1. Specify in a positive way the rules which are the basis for your reinforcement. Demonstrate the behaviors you desire by praising children who are good examples of following the rules. Rules are made important to children by providing reinforcement for following them. Keep the rules to five or less. As the child learns to follow the rules, repeat them less frequently, but continue to praise good classroom behavior.

2. Relate the children's performance to the rules. Be specific about the behavior children show which means "paying attention or working hard". "That's a good answer." "You listened closely to my question." That is called descriptive praise and is essential.

3. Catch the children being good. Reinforce behavior incompatible with that which you wish to eliminate.

4. Punishment will most likely be required when the unwanted behavior is very intense or very frequent.

5. If punishment is necessary, first try isolating the child. The child should remain in the time-out room until he is quiet for several minutes. Give one warning prior to the use of time-out so that the warning signal can be used most of the time as a punishment without the need for time-out. Any use of punishment should be accompanied by the use of reinforcement for behaviors incompatible with the punished ones.

A pat on the head is not enough. Fritos and toy watches, yo-yos and play money are the prizes, and check-marks and tickets, awarded for conduct or academic performance, are the only negotiable currency. Imagine you are a pupil, the veteran of one, maybe two years of regular classroom experience, inured to the slights and to the teachers' obvious resignation. Then, on the first day of school -- if you are fortunate enough to be in a Project Success Environment classroom -- you are given a reward just for being there! Although you are expected to follow certain behavior such as coming to school, sitting in seats, following instructions, paying attention, you are rewarded when you do. In the first few weeks, as well as on the first day, candy is the reward. For the first six weeks, the emphasis on the reinforcement is on desirable conduct rather than on academic tasks. When reinforcement on conduct seems to be producing the desired behavior, reinforcement is transferred to academic achievement (although random reinforcement for conduct continues throughout the year).

As the year goes along, tokens gradually give way and praise becomes the major reward. During Year I, food as a token was eliminated after Christmas, much to the annoyance of the middle school students; as a result, in Year II, food and other tangible rewards were eliminated earlier. The intangilbe rewards (which are privileges rather than items) such as free time to go to an interest center, the playground, or the activity room in the middle school, or, in the elementary schools, to assist the teacher, have proven to be moderately successful. The excitement of the specially equipped activity rooms has been helpful here. Teachers distirbute at least a minimum number of academic and conduct tokens every day, with the ratio of conduct to academic tokens decreasing as the year progresses. Some tangile and intangilbe items that can be acquired in exchange for tokens are:

I. Tangible

- A. Elementary
  1. fritos and chips, candy
  2. toy watches
  3. play money
  4. balloons
  5. yo-yos
  6. cars
  7. rings
- B. Middle
  1. candy bars, chips and snacks
  2. pencils
  3. legal pads
  4. yo-yos

II. Intangible

- A. Elementary
  1. free-time (most popular in the elementary schools were the interest stations and use of the sewing kit)
  2. mini-teacher
  3. plants and flower monitor
  4. passing and collecting materials
  5. room monitor
  6. chalkboard and eraser monitor
  7. report monitor
  8. book monitor
  9. TV and light monitor
  10. time in the activity room

- B. Middle
  1. free time
     - a. to go to interest stations
     - b. to go to playground with teacher aide
     - c. to go to the library
     - d. to go to another teacher to complete unfinished work
     - e. to observe the pets
     - f. to spend time in the activity room

Praise and all its ramifications motivate and illuminate the program. Right answers are checked; wrong ones, ignored; at all times, a success environment teacher ignores and praises. During the second year of the program in Atlanta, the teachers are following a random reinforcement pattern. After the teacher has reinforced each pupil two or three times when new material or tasks have been introduced, the reinforcement will be given intermittently and unpredictably. In effect for the middle school classes in Year I, this pattern will now be applied to the elementary schools as well. The exception to this random reinforcement is the order task, defined as a "short direction-following task which stresses control and completion." Completion of the order task is always reinforced.

HOW THE SUCCESS CLASSROOM

The success environment enhances a child's sense of individual worth -- an effect difficult to achieve in the traditional teacher-class relationship; almost uniform reinforcement for everyone at the same time would be meaningless in a success environment classroom. The teacher must be able to work with individuals and small groups. Rows of desks and students (like so many eggs, or pegs) obviously would only diminish the individual pride that the program aspires to evoke. Hence, the unique classroom arrangement shown on page 2. This is the second component of Project Success Environment, the Success Classroom. The classroom includes a number of interest centers and a mastery center. For academic assignments, students are separated in three groups, according to academic ability, around the mastery center. The composition of the group changes depending on whether reading, written language, or mathematics is in progress. At times, the groups are further subdivided. The interest centers represent another divergence from the traditional classroom. In the elementary schools, there are six interest centers. In the middle schools, the number and subjects of interest centers are more flexible and have been expanded, in part because grade 7 participants criticized the centers as irrelevant to teenage interests. A list of possible interest centers for both elementary and middle school follows:

1. ELEMENTARY SCHOOL - INTEREST CENTERS

A. Communication

1. Record Player - Records
    - a. stories
    - b. poetry
    - c. songs
    - d. language development - speech
    - e. listening skills
    - f. phonics
    - g. mathematics

2. Language Master
    - a. alphabet
    - b. phonics
    - c. word - pictures
    - d. phrases or sentences
    - e. mathematics

3. Recorder with Cassettes
    a. stories
    b. poetry
    c. songs
    d. phonics
    e. vocabulary

4. E.D.L. Flash X
    a. alphabet
    b. word-picture
    c. mathematics

B. Academic Games and Puzzles

1. Language Arts or Mathematics
2. Commercial or Teacher Made

C. Art Activities (Direction following activities)

a. Language Arts
2. Mathematics
3. Social Science
4. Science

D. Order Tasks (Direction following activities): Language Arts or Mathematics

1. Ditto sheets
2. Workbook pages
3. Teacher made tasks
4. Tinker toy
5. Model building
6. Flannel board
7. Peg board
8. Lincoln logs

E. Library

1. Books
2. Magazines
3. Newspapers
4. Individual stories
5. Story box

F. Exploratory

1. Laboratory equipment
2. Aquarium

11. MIDDLE SCHOOL: POSSIBLE INTEREST CENTERS

A. Lnaguage Center

1. Story in a bottle
2. Story about a picture
3. Crossword puzzle

B. Science Center

1. Follow the directions to complete an experiment
2. Make a science dictionary related to a particular science subject area
3. What do you see with the magnifying glass or microscope?
4. Label a map of the universe or other scientific mock-up

C. Library Center

1. Read to each other
2. Make a book jacket
3. Organize room library into Dewey decimal system
4. Match the call number to the proper subject

D. Reading Activities (Aides)

1. Classifying skills
2. Sequence skills
3. Phonics skills

E. Geography Center

1. Map activities
2. Answer questions from task cards (answers are found in designated geography book)

F. Social Studies Center

1. Governmental structure (could start at classroom level)
2. Report on special events or holidays of the month

G. Art (Related to other acitvities)

1. Make a diorama of a book you have read
2. Make a book jacket of a book you have read
3. Make a cover for a social studies or science project you have completed

H. Job Card Center

1. Workbook sheets
2. See job card idea in primary bulletins

I. Music and/or Poetry Center

J. Listening Center

K. Viewing Center

L. Spelling Center

M. Math Center

1. Working with number stories
2. Words which mean the same
    - a. minus, subtract
    - b. add - (put together, sum)
    - c. vocabulary done in word problems

N. Hobby Research Center

O. Newspaper Center

1. Classify news by areas (local, state, national, world)
1. Be familiar with the special sections of the newspaper
3. Locate the places on a map which the news article discusses

In Year I, project teachers spent over 80 percent of their time with individuals and groups. In the project classrooms, teachers utilize five treatment variables which are contingent upon a pupil's behavior: (1) social reinforcement; (2) token reinforcement; (3) withholding social reinforcement; (4) withholding token reinforcement; (5) social isolation. The teacher is constantly moving, working with one child or group. The individual work is based on instructions given at the beginning of class and to the group. When the teacher is working with one group, the others remain on task; inter-student talk appears to be about the subject of the interest center or the academic work at hand. When the teacher speaks in a normal voice to one child, nearly all the others pay no attention and keep working. This was especially true in the middle school. The teacher seems to be able to keep abreast of the activities and needs of students other than the one(s) she or he is working with. The children feel free to ask questions and appear to know that they will receive a response. The teachers seem to spend most of their time with children who are frustrated by the assignment.

HOW THE SUCCESS CURRICULUM

Reinforcement would be all for nough if the program lacked an academic curriculum. Since the ultimate goal of the program is increased academic accomplishment of project pupils, the curriculum material and its presentation are of primary importance. In its format and content, the curriculum material and its presentation are of primary importance. In its format and content, the curriculum material allows for;maximum reinforcement. The subject tasks are organized so that a pupil's achievement in an activity may be immediately praised, and thus reinforced. Full utilization of the technique demands a more detailed curriculum theory than presently exists. This year, Atlanta has hired two curriculum specialists at the program level to expand the success curriculum. In the Success Environment classroom, a reinforcing teacher and delighted, eager, confident pupils follow this schedule:

ELEMENTARY SCHOOL SCHEDULE

Time	Activity	Possible Check Marks and Criteria
8:30 A.M.	Morning Adjustment Collect lunch money	1: Coming on time 1: Picking up card and going to seat ready to work
8:45 A.M.	Flag salute Class rules	

Time	Activity	Possible Check Marks and Criteria
8:45 A.M.	Order	2 Check marks for order sheet 1: Starting 1: Following through
9:00A.M.	Language Arts 1 A. Skill Reading B. Interest Stations C. Programmed Reading	4 Check marks for each activity 2: Effort 2: Task
9:30 A.M.	A. Programmed Reading B. Skill Reading C. Interest Station	4 Check marks for each activity 2: Effort 2: Task
10:00 A.M.	A. Interest Stations B. Programmed Reading C. Skill Reading	4 Check marks for each activity 2: Effort 2: Task
10:30 A.M.	Mathematics I A. Skills B. Problem Solving	4 Check marks for each activity 2: Effort 2: Task
11:00 A.M.	Mathematics 11 A. Problem Solving B. Skills	4 Check marks for each activity 2: Effort 2: Task
11:30 A.M.	Lunch and Physical Ed.	4 Check marks 2: Going 2: Returning
12:30 P.M.	Language Arts 11 A. Language Development B. Programmed Reading C. Oral Reading	4 Check marks for each activity 2: Effort 2: Task

1:00 P.M.	A. Oral Reading	4 Check marks for each activity
	B. Language Development	2: Effort
	C. Programmed Reading	2: Task
1:30 P.M.	A. Programmed Reading	4 Check marks for each activity
	B. Oral Reading	2: Effort
	C. Language Development	2: Task
2:00 P.M.	Spelling	4 Check Marks'
		2: Effort
		2: Task
2:30 P.M.	Social Science or Science	1: Random Reward

Note: The first grade class is dismissed at 2:00 P.M. The reading activities are 5 minutes shorter and the spelling activity is omitted.

MIDDLE SCHOOL SCHEDULE

Time	Activity	Possible Tickets and Criteria
8:15-8:30 A.M. Homeroom	Collect Lunch Money Check Attendance	1: Coming on time
8:30-11:30 A.M. READING	Order	3: Doing order task
	Group 1 - Skills	5-7: Distributed intermittently during the 15 minute period
SOCIAL STUDIES	Order	3: Doing order task
	Group 1	5-7: Distributed intermittently during the 15 minute period
	Group 11	
	Group 11	
	Group 111	

Time	Activity	Possible Tickets and Criteria
MATH & SCIENCE	Order Group 1 Group 11 Group 111	3: Doing order task 5-7: Distributed intermittently during the 15 minute period
11:30-12:10 P.M.	Return to homeroom for Language Arts (Spelling, Writing, etc.)	
12:10-12:40 P.M.	Lunch	
12:40-1:00 P.M.	Dictionary Skills - Adjustment for 1:00 Class - Exchange of Tickets for Rewards - Continue Language Arts	
1:00-2:00 P.M.	HEALTH CONTEMPORARY ISSUES READING	
2:00-3:00 P.M.	Planning	

Requisite for the project's effectiveness is the support of staff and community. The training of teachers to use the technique effectively and to elect to use it in preference to other techniques is one of the project's major objectives. Staff selection and training are crucial to the program's survival and ultimate accomplishments.

WHO PERSONNEL

The program includes a director, two coordinators, one research assistant, two part-time behavior technicians and two lead teachers. In Year II of the program two curriculum oriented lead teachers were added to the staff. The Atlanta director is knowledgeable and enthusiastic about the program and the community. He and the staff appear to be accepted by the principals and teachers. In addition to the program level staff, there are teachers and paraprofessional aides. The ratio of teachers to pupils is approximately 1:25, with one paraprofessional aide for every two or three teachers. The criteria for teacher selection were flexibility and willingness to try the technique for a period of one year.

Teachers new to the project take a three-week summer training program. A fourth week consists of a curriculum workshop in which both new and experienced teachers participate. Currently, there is an on-going training program whereby experienced teachers train new teachers during the school year. It is reported that this method seems to be the most effective training procedure. The major text used for the summer program is Becker, Englemann and Thomas, Teaching A Course in Applied Psychology. In contrast to the training period prior to Year I, the more recent summer programs put greater emphasis on "actual practice in the classroom."

During the year, teachers meet with consultants; classes are frequently videotaped and replayed and discussed. Although teachers at the different schools are not scheduled to meet regularly, there seems to be an "esprit de corps." The central staff, particularly coordinators, lead teachers, and technicians are frequently in the classrooms and are accepted as part of the ongoing program. Teachers appear free to disagree with the program staff.

Members of the community, aides enable the teacher to devote additional time to individualized and small group instruction. During the first year of the program, each teacher in Atlanta worked with an assistant teacher. To increase replicability by paring costs and to see if teachers were able to utilize the technique without additional classroom assistance. the number of paraprofessionals was decreased in Year II; one paraprofessional now works with two classes. In addition, the nature of the paraprofessionals' responsibilities was altered, an alteration reflected in the classification of "teacher aide", rather than "assistant teacher". The criteria for selection of teacher aides emphasize: membership in the community or a similar background; desire to work with disadvantaged pupils; desire to go into teaching as a career; appreciation for project goals and willingness to try the new technique. Nearly all the teacher aides are black and come from the community. Some of the thirteen aides do systematized in-classroom observation in each project class twice weekly. Notebooks are kept in the teachers' room containing charts on:

total reinforcement
tangible and non-tangible reinforcement

academic, conduct, non-contingent reinforcement
punishments
disruptions
percentage of involvement

The absence of an assistant teacher does not appear to have affected successful application of the technique and teachers contend that they are able to continue with the same level of effectiveness.

Support of parents and community would increase the effectiveness of the technique and extend its influence beyond the schools day. As in many programs in poverty areas, this project does not appear to have involved parents in the planning stages of the program. However, the researchers could find no indication that this situation was a deliberate strategy of the planners or the staff, nor did parents feel ignored or slighted. In fact, the program staff expressed a desire for increased parent-community involvement. In the instance of Atlanta, the southern tradition of non-involvement seems to be the main reason for the lack of participation. In other cities and states, a different pattern might emerge, particularly since many local, state, and national organizations are vociferously demanding intensified parent participation.

HOW COST

For Year I, project Success Environment was funded at $253,000; of this $180,000 was ESEA-Title III funds. The total included $132,000 for salaries, with $57,000 for paraprofessionals. In 1970-71, Year I, Atlanta spent $772 per pupil in its elementary schools. The change from assistant teachers to teacher aides and the decrease in the proportion of paraprofessionals from one per class, to one for every two classes, was, in part, an economy measure. In Year II, the project was funded at $253,000 and it was projected that $28,000 of this would be returned to the state; Atlanta expects to spend $886 per elementary school pupil. The project cost per pupil has decreased to $396, arrived at by first deducting all the funds that relate to the research component. It is quite likely that Atlanta will assume funding of the program after the expiration of Title III, particularly since the costs are being pared and the program has evolved such enthusiasm from teachers, administration, and students.

EVALUATION RESULTS

The program's value must be examined on two levels: the results, as measured by Atlanta, and the effectiveness of the program as discussed by the director of this study.

To measure how effectively project teachers could learn the technique and how desirous they would be of using it, the staff used in-class observations of teacher behavior and anonymous surveys of teachers in the programs. In January 1972 the staff found that project teachers reinforced pupils significantly more often than the comparison teachers. In addition, they delivered less than a third of the number of punishments delivered by the control teachers.

Project teachers showed significant gains in times spent with small groups and individuals, relative to pretest observations; on the whole, they spent more time with groups and individuals than did comparison teachers. All the teachers in the group Year I elected to stay with the program for Year II. The staff also found that the new teachers (who entered the program in Year II) were "as effective as the more experienced teachers in the application of the technique." The staff and teachers feel that the quality of the individualized and small group instruction is maintained without the additional classroom help formerly provided by the assistant teacher.

To measure the behavioral changes that occured in pupils exposed to the success technique, the staff used an in-class observation technique twice weekly. Project students in both elementary and middle schools were on task significantly more often than the control students. Also, there was a significant difference in disruptive behavior between the project and control pupils across the 36-week 1971-1972 school year.

Convinced that increased attentiveness and diminished discipline problems should enhance learning ability, the staff measured academic achievement through the California Achievement Tests, by comparing pre and post-test scores in reading and mathematics.

The middle school classes (grades 6 and 8) made statistically significant gains in Reading Comprehension, Reading Vocabulary and Total Reading as compared to the control groups. In the second and third grades project pupils made significantly greater gains than the controls on Reading Vocabulary and Total Reading; though not significant, the project pupils made a greater average gain in Reading Comprehension. At the fourth grade level, the project pupils made greater average gains, though not statistically significant, on the Reading Comprehension and Total Reading subtests. Among the first grade students given the CAT at the end of the year, the project students showed significantly greater differences in all subtests; these differences were greater than at any other level. These data lead the project staff to conclude that gains may be made more easily at the lower grade levels where pupils are exposed to the success technique early in their educational careers. These conclusions are supported by the fact that the greatest difference in final reading level between project and control pupils occured at the second grade level.

For the middle school classes test results revealed a significant gain for the project students in Arithmetic Fundamentals and in Total Arithmetic; in Arithmetic Reasoning they showed a greater average gain. Second and third grade project pupils made greater average gains on all subtests, though none were significant. At the fourth grade level the control pupils made slightly greater gains than project pupils on all arithmetic subtests. At the first grade level the project pupils made highly more significant test results than the controls on all arithmetic subtests.

As there had been some indication that the success technique elevated academic aptitude (IQ), the California Short-Form Test of Mental Maturity (CTMM) was administered to all project and control pupils in September, 1971 and in May, 1972. The project pupils at the third, fourth, and sixth grade levels achieved statistically significant gains in measured IQ over the controls while the difference at the eighth grade level approached significance. The most impressive change occured at the fourth grade level where project pupils gained almost fourteen IQ points. This outstanding performance may be accounted for by the fact that 81% of these project children had been in the program for two consecutive years. The pupils' average gain over the two-year period is 20 IQ points.

EFFECTIVENESS

Through the proper application of behavior analysis and contingency management, many specified behaviors can be established or extinguished. Those behaviors which are rewarded (reinforced) tend to be repeated; those behaviors which are not associated with or followed by reward tend to drop out or are repeated with less frequency. Project Success has borrowed the contingency management half of this paradigm. By consistently rewarding appropriate pupil responses, the teacher manages the possibility that the reward will occur in such a fashion as to reinforce the response for which the reward is applied. The pupil derives a sense of success, and the response becomes fixed as part of the behavioral repertoire. The results of several studies utilizing what are commonly referred to as Skinnerian techniques suggest that Project Success should improve many of the academic skill areas and enhance a sense of accomplishment on the part of the pupils served. It is this author's impression that where simple behaviors can be specified, these techniques are highly effective in getting them established.

There are problems, however, in this project's very interesting application of reinforcement theory to the classroom. First, the behavior analysis aspect of the paradigm has not been utilized. Although the reinforcement strategies seem to have attracted the greatest attention from many who use Skinner's model, the behavior analysis may be the critical element. For it is as a result of careful analysis of the pupil's behavior that we discover how the reward is likely to function as reinforcement. Such analysis enable us to identify sources of intrinsic reward (considered to be even more powerful). It is through the analysis of behavior that we determine the more probable behaviors that can be made contingent upon the target behavior which is the object of instruction. By neglecting this critical aspect of the paradigm, Project Success may have limited its effectiveness.

Second, despite the warmth, supportivenss and purpose apparent in this program (and these features are very important), the success curriculum needs greater specificity and modular development. If one is to reinforce consistently and effectively, the desired behaviors must be quite explicit. Although there seems to be the intention to make the curriculum task oriented, the project has not yet achieved this to any real degree. The learning task must be specific enough for pupil and teacher to identify easily the behavior upon which the reward is contingent. Otherwise, the reward is perceived as non-specific and may even be seen as false. A climate in which children perceive teachers as interested in their success and appreciative of their efforts has been achieved; however, the potential of the instructional model has not been realized.

In addition to these theoretical problems, the problem of teacher preparation must be examined. There appears to be the assumption that any teacher who is willing to use the success technique is acceptable. The appropriate application of the ideas upon which the project is based, and certainly those underlying the total paradigm, require more than interest and tenacity. Sensitive observation, a degree of complusiveness, attention to details, self-discipline, unflappability, commitment to system and order would seem to be essential qualities for teachers in such a program. These characteristics together with more extensive training and follow-up supervision, are extremely important in a program such as this where specific teacher behaviors are so critical. Even in projects where there is more freedom for teacher error or variation, effectiveness is frequently reduced because of considerable slippage between the educational prescription and the delivery of the learning experience.

In this day of politicized education it is easy to understand why the active dissemination of information occurred only after the program's experimental stage was completed. Nonetheless, the lack of parental involvement in planning and in implementation is regrettable. While most parents do know their child is in a special program, few have more than a minimal knowledge of the program. No special efforts were made to recruit parents as teacher-aides or volunteers. The desire expressed by staff, principals and teachers for increased parent-community involvement requires active follow-up. However, despite the absence of a public information component, information on the effective way in which the program functions has been circulated. Other schools have been asking how and when they can initiate the success technique.

This enthusiasm that non-project school administrators and teachers have shown for initiating Project Success gives witness to a complementary blending of elements among the project, the participating schools and the central office. The school system, in encouraging the project to expand, has provided an atmosphere in which schools are eager to participate in, rather than forced to accept, the changes. Thus, Project Success has effectively avoided the fate of many a short-term experimental project in which superficial acceptance is discontinued once funding ceases.

Project Success is a program worthy of replication. Most good teachers have learned that one of the keys to success is to ignore the inappropriate and to praise the appropriate. When we can bring ourselves to systematically do so, we at least have happier learning environmentts, and some of us believe the children learn more.

Project Success Environment

Atlanta

I. Behavioral Modification

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DEVELOPMENTAL SKILLS CENTER

REMEDIAL PHYSICAL EDUCATION PROGRAM

(Greene, New York)

ERIC IRCD Horace Mann Lincoln Institute
Teachers College, Columbia University
New York
1972

I. Introduction

This project, located in a rural community, has, with very limited resources, set for itself the task of humanizing and individualizing its total educational program. The school district is well on the way toward the achievement of that goal in its elementary school where two special programs have been in operation for six years. These programs are the Developmental Skills Center, which is based on individualized programs of learning, and a Remedial Physical Education program, which seeks to improve the health and general physical functioning of its students as a basis for facilitating their educational development.

II. Setting

The village of Greene is located just about twenty miles northeast of Binghamton in upstate New York. Nestled around a tree-shaded little square of about two blocks, the village itself has a population of about 2, 300, with an equal number living in the gently rolling hills surrounding the town. The Chenango River flows not far away from the main road leading to town, contributing to the scenic rural setting.

A major influence in the life of the town is the Raymond Corporation, manufacturers of fork-lift trucks. The Greene plant of the Raymond Corporation, employs some 800 people. Many others in the Greene area work at farming while some commute to jobs in Binghamton. Virtually all of the residents of Greene are white, and although the majority could be characterized as middle class, available figures from welfare, school lunch programs, health and housing surveys show that approximately 13.2% of children in the Greene public schools come from lower-income families. Many of these live out in the hills, under appalling conditions typical of the worst forms of rural poverty. Trips into town are rare for these children, and many have seen little but their own homes and the inside of a car by the time they reach school age. The Greene school system consists of a high school, housing grades 7-12, a primary building, with kindergarten through fourth grade, and an intermediate building for fifth and sixth graders. Both the primary and intermediate buildings have been built in the last ten years and utilize a cloverleaf plan, with grade levels grouped together in each wing, and supportive services appropriately located.

The school district of Greene is administered by a district superintendent, who has under him the primcipal of the high school and the principal of the elementary school, both primary and secondary divisions. The elected school board of five members is chaired by the local banker, and also on it are two other businessmen, one of whom is George Raymond, Jr. of the Raymond Corporation; an engineer who commutes to work in Binghamton; and one woman, a former music teacher in the Greene schools. The district operated on an annual budget of $2,370,410.50 in 1971-1972, and the per pupil expenditure was $1,281.

III. The Developmental Skills Center and Remedial Physical Education - Overview

Children in the elementary section of Greene Central School may receive many different types of special attention, but two of the more formal varieties of attention are the Developmental Skills Center and the Remedial Physical Education program. Much credit for the origin of both must go to the elementary school principal. Along with several concerned teachers he set up the center arrangement some six years ago to provide for each child who was having difficulty succeeding in the classroom environment regular periods of more individualized attention to his or her needs. For the first few years, the Center provided mainly "enrichment" experiences, offering a variety of activities and field trips to children who were seen as handicapped in the school environment by having previously had very limited kinds of exposure to experiences outside the home. Although Center activities now focus on developing more specifically academic skills, the basic philosophy still remains the same; that is, it is assumed that a child is not succeeding in school because, for any number of reasons, he or she is not as happy there as he could be. Proceeding on this assumption, the school provided the facilities of the Center so that such children can be offered several hours each week in which adults concentrate special attention on them to deal with their needs and help them meet with success.

Similarly, the Remedial Physical Education program was established to give special help to children who are not performing as well as they might because of psychomotor difficulties, or even because they have not had a chance to develop the kinds of social skills necessary to get along satisfactorily in the classroom. Recognizing that the Center might not be the appropriate place for dealing with all these difficulties, the principal met with a young physical education teacher and discussed the idea of a remedial program with her. With extremely limited funds available for this kind of innovation, he was able to do no more than provide her with an extensive collection of books and journals on the subject of physiologically-based learning difficulties. On the basis of this research, she was able to set up a program which she operates every afternoon, tailoring a variety of activities to the needs of small groups who meet with her for about forty minutes every day.

IV. Project Operation

Children are programmed into the Center by arrangement between their classroom teachers and the Director of the Center, so that they may receive in the Center the attention they need in specific skill areas but at the same time not miss the class time devoted to those same areas. Each child is given a period in the Center ranging from twenty to forty minutes, either once or twice a day, according to his needs as they are perceived by his teacher and the Director. The facilities available consist of several rooms, centrally located among other classrooms, but small, cozy, and inconspicuous. They are carpeted, and furnished comfortably and attractively, but no effort is made to decorate them elaborately; there are no bulletin boards, and the walls are bare except for bookshelves and blackboards. A very basic part of the Center philosophy, and for that matter of the philosophy of the Greene Central School, is that the child belongs with his peers in "normal" classroom or other social settings; no matter what his individual needs may be, it is thought he will benefit most by being isolated as little as possible from his contemporaries, and for this reason, there is no attempt to make the Center a place with which the child especially identifies. Accordingly, children who attend the Center are with their own classes for music, art and gym. The Center is to be perceived as merely another facility which the school makes available to the students, like the library, the gymnasium, or the nurse's office.

The various rooms which constitute the Center are equipped with a large variety of published reading and mathematics programs and materials which aid in teaching these subjects. Math workbooks include some of those published by Holt, Rinehart and Winston; Science Research Associates; Harcourt, Brace and World; and Houghton Mifflin. Other math materials include colored beads, cubes, cylinders, and other geometric shapes; flannel board materials; flash cards; clock dials; and a great variety of other tactile-kinesthetic materials. A similar variety is reflected in reading materials, and the Center also includes many games, puzzles, and other "play" materials, as well as a filmstrip projector, language master, tapes, and records. In rooms of varying size, as many as four groups, each with no more than four or five children, may be working at these activities at any given time. In some cases, children work on a one-to-one basis with an adult, and they may even have a room to themselves for their sessions. In all, approximately 100 children are in the Center at some time every day.

Except for the Director, who oversees the operation of the Center for first and second grades and another master teacher who is in charge of the facilities for third and fourth grades, the Center is staffed entirely by paraprofessionals, usually mothers of other children in the Greene school, of educational backgrounds ranging from high school degrees to several years of college. Perhaps the main qualification of the aides, however, is their affection for children, for the job of the aides in the Greene system is seen as working with children, and they are expected to perform this function well. Five aides work in the first-second grade Center facility, and two work with third and fourth grades.

The process of selecting children for the Center begins as early as kindergarten, though no children this age are actually in the center. The Director plays a very large role in this selection process, carefully observing each kindergarten class and noting those children whose performance indicates that they may need more specialized attention to succeed in first grade. She is assisted in this task by the kindergarten teachers and aides, who are careful to note each child's conversational abilities, his social interaction skills, and the apparent extent of his exposure outside of the home. At the end of the year, as a result of teacher and aide observations, the Director's observations, and scores on the Metropolitan Readiness Test, certain children are selected for further testing. Some testing is done by a psychologist and she meets with the Director and the classroom teacher to discuss the child's needs. Initially, children in the Center are randomly grouped with aides, with grade level being the only criterion; occasionally, when it is clear that a child is particularly aggressive, particularly insecure, or has some similar problem, he or she can be immediately placed accordingly. Soon, however, as the children can be observed at work, they are regrouped according to their needs as perceived by the aides and the Director. Initially, they are offered work in beginning math, reading, and motor skills, but as they progress, individual weaknesses and strengths are identified and the aides can choose materials and approaches based on these.

Approaches to diagnosis and prescription in the Center are both formal and informal, and every effort is made to examine the child comprehensively. A number of standardized diagnostic tests are administered when staff think they can yield useful information on some aspects of the child's functioning. In addition, both the Director and the aides watch each child's day-to-day performance, checking for nervousness, inability or reluctance to communicate, signs of poor health or problems at home. If health or family problems are suspected, the nurse and/or principal is called in to get more information on the child. Each student's activities are planned daily according to perceived needs and strengths. If problems at home seem to be worrying a child, Center staff feel that giving affection and comfort to him or her is at least as much a part of their function as teaching the letters of the alphabet; as more than one aide points out, the two are inseparable - the "emotional" need is going to interfere with the "intellectual" functioning because in the child, there is no such distinction.

Much of the prescription in the Center is done on a trial and error basis, for it seems there are no formal tests which really take into account all factors operating and interacting to influence the child's performance, and therefore, it is not often possible to arrive at an effective prescription by such objective, scientific means. Often, one set of materials may be tried with a child or group of children and used until they stop making progress; then another type of material is tried, or another, or another - until one is found which works well for both aide and children. The reason is not always clear, so it is necessary to proceed on the basis of apparent effectiveness.

If one particular approach seems to work well with a child, the aide may emphasize that approach; one aide found that a particular student learned letters better by tactile approaches, so she was able to provide him with a variety of materials suited to his needs; another aide discovered, almost by accident, that one boy was especially motivated to perform when she organized the day's materials into a kind of informal game, so she frequently gives him an opportunity to compete, and earn small rewards. With other children, many approaches may be tried and it may be that for a time, they can only function successfully on a one-to-one relationship. With still others, the staff must occasionally conclude that they are just "tired" - and these children are then given a chance to 'rest' or 'coast along' for awhile, playing games, going to the library for reading, or conversing with an aide; these kinds of activities are viewed as no less a part of the child's education than any other -- they are seen as just another way to meet the needs of the student as far as they can be perceived.

Most children in the Center have been put there as a result of this kindergarten screening process, for there is a very heavy emphasis on early intervention. Staff members believe that it makes sense if for no other reason than that the child must not be given a chance to decide that he dislikes school. If it can be assured that each continues to succeed in school experiences, this likelihood is greatly diminished. Every child who is in the Center in first grade is automatically programmed in again at the beginning of the second, and most stay throughout their second year. By the third grade, most children can be gradually programmed out, with some continuing attention to reading. (The Center for third and fourth graders focuses exclusively on reading both for those children who are continuing on from first grade, and those who are referred later on -- a limitation which is imposed because of available resources more than for any pedagogical reason.) On a daily basis, the operations of the Center are planned early in the morning, with the aides and the Director meeting to discuss each child, report progress or problems, and decide on the best course to follow for that day's session with each student. When a particular problem arises, the Director, who knows all the materials in the Center very well, can usually recommend some change in material or approach, based on her previous experiences. Occasionally, even the adult who works with a child may be changed, for it is possible that a more beneficial interaction may result from a new aide-student combination.

An even greater flexibility is possible in the Remedial Physical Education program, for it is conducted by one teacher, working with small groups of perhaps four to eight children at one time. These groups consist of children with a great variety of characteristics which have caused them to be included in the program. Some have been perceived as simply not feeling sufficiently comfortable in large group situations, and the physical education class is a chance for them to interact with much smaller numbers of contemporaries, and receive individual attention from an adult at the same time. Some children in the classes may be classified as hyperactive, and the extra break from classroom routine gives them a chance to let off a little steam. Many more, however, are placed in the program because they have identifiable physiological characteristics which affect their performance in school. Each session is filled with a variety of activities designed to attack these problems and at the same time allow the students to have fun together. The teacher finds something to praise in every child's performance. In these ways, the program is designed to meet its stated goals of developing:

1. fine muscle coordination
2. concentration
3. visual discrimination of size
4. coordination
5. balance
6. social communication
    a. small group participation
    b. learning to share with others
    c. learning to play with others
    d. acceptance within group
7. a feeling of success

A day's activities may include running after a rolling hoop which is painted different colors and grasping it by the color named by the teacher, to develop eye-hand coordination; handling of balls, bean bags and balloons, also for eye-hand coordination; playing Simon Says, doing imitations of animals or machines, or listening to stories or records, to develop skills in following directions, listening and alertness; jumping or climbing ropes, hopscotch, walking beams, batting a ball, or maneuvering obstacle courses to aid balance, coordination, timing, and strength development. These are only a few of the activities used, but no matter what the program calls for, spirits are always kept high by a cheerful teacher; the most important goal seems to be to have fun.

V. The Larger Context

It is not simply the day-to-day operation of the Center and the Remedial Physical Education classes which explains the quality of education which is offered to children in the Greene Central School. Some other aspects of school functioning must necessarily be described at the same time. It has already been noted that the Skills Center is viewed as just another supportive facility, like the library, lunchroom, or nurse's office. In Greene, however, this statement takes on a wholly different meaning than it would have in most schools, for services such as these are so fully integrated into the education of every child that they hardly seem less familiar to him than arithmetic or reading. Lunch, for example, is served in a small kitchen near the center of the school building, a space which is covered with an attractive bulletin board during other hours of the day. Children pick up their trays and return to their rooms for lunch and free-time play activities. Every room has a television set, and classes may enjoy "Sesame Street," "The Electric Company," or other children's shows as they eat. Aides who perform classroom duties at other times during the day assist with serving lunches, and they and the classroom teachers do a remarkable job of making this hour a cheerful, relaxing and friendly time for the children.

The library has a similar importance in the operation of the school. It is located in a prominent spot in the center of the building, and its carpeted, attractively furnished facilities look welcoming through a glass front. Children are always present here, wandering singly, in pairs, or in larger groups. Teachers are encouraged by the librarian as well as by the principal to send children here regularly or occasionally when it appears that a student can benefit from working alone at an individualized pace.

The school nurse considers herself, and makes herself, another important part of the total education experience at Greene. She shares her offices with a dental hygienist, and the school is equipped with a modern dental facility. The nurse sees her role as that of teacher, also, and a cut finger can become the occasion for an informal lesson on bacteria. In addition, she teaches more formal classes on various health-related subjects, and tries to watch for signs of any health problems she may be able to observe in the children she sees from day to day; teachers are urged to come to her to discuss any problems they are having with children which could be health-related, and she frequently follows up on these referrals to the extent of visiting the child's home, counselling the parents, and doing whatever she can to help them take necessary steps to correct the situation. She has funds available to her to dispense at her own discretion for such things as clothing, shoes, or drug items, or any other need she may feel is an emergency. Through the cooperation of local community groups who collect donated clothing, she can often meet these needs free of charge. When a kindergarten child missed many days of school, the nurse visited his home and found that his parents could not send him to school in the colder weather because he had no coat. More than once, she has seen children coming to school in winter weather wearing only sweaters; providing coats to children of proud but poor parents is a delicate task, but she visits the home and somehow accomplishes it. By maintaining close contact with as many families as possible, she is often able to inform classroom teachers and other personnel of the exact nature of a child's health problem, how it can be handled, and what the possible consequences may be. Such information often proves invaluable to Center personnel and the Remedial Physical Education teacher. In this way, communication flows both ways between the nurse's office and the rest of the school: teachers and Center staff may call to her attention a difficult problem, or she may be the one to inform them of a condition about which they were ignorant.

The performance of the school nurse is representative of a phenomenon which seems to occur throughout the school and community: each person involved in the educational process is aware of all the other people there to lend assistance, and feels free to call upon them. The Director of the Center is rarely to be found in her office, for she spends many hours meeting with teachers, the nurse, the principal, or representatives of outside agencies to try to find ways of helping not only the children in the Center, but other children in the school as well. When it was decided that a boy who had been having great difficulty in school should attend a special education class in a nearby town (a decision which was made with great reluctance by the Greene school staff, who feel that any child should be able to have a place in a school carefully designed to meet individual needs) the Greene principal arranged to drive the boy to class one day so he could observe what was going on in the class and talk to the boy's teachers. Another child, referred to the county mental health clinic in a last effort to keep him out of the special education class, was driven, with his parents, to appointments at the clinic by the Director of the Center, who also visited the home occasionally to encourage the parents' support for their son. In more informal ways this spirit of concern is evidenced throughout the school. In the teachers' lounge or in the corridors before classes begin in the morning, the teachers can be found discussing the needs and progress of individual pupils. Teachers not only approach each other for advice, but also frequently consult the principal, or the Director of the Center, as well as the nurse. The aides in the Center receive the most useful kind of training from their conferences with the Director. These kinds of interactions provide an extremely effective form of in-service training, although more formal workshops are arranged on selected topics throughout the year.

This informality combined with concern extends to higher administrative levels in Greene. The elementary principal is responsible to a District Principal who functions as a superintendent. Educational decisions, however, are left almost entirely up to the principal, and there is a refreshing lack of bureaucratic complication involved in instituting any innovation. The principal is encouraged by the kind of faith placed in him by the Board of Education and the chief administrator, and undoubtedly is influenced by this freedom to experiment more creatively in his school. Such flexibility is also handed down to individual classroom teachers, who are encouraged to run their classrooms in the style with which they feel most comfortable and successful. Some teachers work together a great deal, exchanging children at various times of the day so that they can provide a greater variety of needed experiences. Others work in self-contained classrooms. Their flexibility in this respect is greatly reinforced by the design of the school building, a most attractive facility which immediately suggests that school can be a happy place to go. In a clover leaf design, basic facilities such as the kitchen, library, and nurse's office are grouped near the center of the building, and grade level classrooms are grouped together in two of the "leaves," first and second grades together in one, and third and fourth together in the other. The classrooms have no doors, and there is a feeling of openness and airiness, yet no noise problem. Each pair of classrooms also opens onto each other as well as onto the outdoors, an arrangement which facilitates clustering if teachers wish to try it. The halls and one or two walls of each classroom are panelled in wood, and at least one classroom wall is covered in a burlap-like finish which can be used as a wide-open bulletin board. The open feeling is also created by huge windows which stretch across one part of each classroom.

Each one of these many elements of the operations of the Greene school is no doubt commendable in itself, but what is most impressive, and most effective, is the way they all operate together. A school which tried to institute even a majority of these features, but which continued to regard them as separate aspects of the schools' functioning, would not encounter the degree of success found in Greene. Thanks to strong leadership and inspired personnel, and to many other factors such as those enumerated here, everything functions together so smoothly that it is impossible to identify individual factors which cause individual effects. And this fact is integrated into the philosophy of the school system so well that staff members operate this way as a matter of course. Not only do personnel operate as a team, but they succeed remarkably well at taking into account at any given moment a great many of the factors and interactions which are influencing the education of an individual child or the group as a whole. They function much the same way in the community. Teachers, aides, and parents live next door to each other and socialize together. The principal may be found playing cards or golf with teachers, Board of Education members, or parents of children in the school, whether they are professionals working in Binghamton or workers on the early shift at the Raymond plant. Community involvement does not even have to be cultivated in Greene; it just is.

One of the most extraordinary features of the program at Greene Central School is that it functions entirely on a budget provided by local revenues, with the exception of a Title 1 grant for the Developmental Skills Center and Remedial Physical Education program amounting to a meager $46,566. It would seem that the programs' success is based largely on inspiration and determination!

VI. Problems

Among the areas which might be further developed in the Greene school is the extent of communication between staff members in the Skills Center and classroom teachers. In most instances, there is a valuable exchange of ideas, but in a few cases there seems to be insufficient understanding of the function and value of the Center on the part of classroom teachers.

One of the great ambitions of staff members and administrators in the Greene school is to set up a special education class in the building, so that Greene children do not have to be sent away if they cannot function successfully in existing facilities there. The dream is that such children could be programmed into regular classes for portions of each day or week, in amounts they could handle well, so that their educational treatment would not have to be an all-or-nothing decision.

VII. Why It Is Exemplary

The most overwhelming impression which the observer receives about the Greene Central School, and features such as the Developmental Skills Center and the Remedial Physical Education program, is this integration of so many aspects of the educational process, and their constant interaction. It is difficult, if not impossible, to decide the possible causes for this success. But it is possible to identify some other, rather more abstract, processes and conditions present in Greene which no doubt have an influence.

An educational system, like other organizations, operates -- at conscious and unconscious levels -- in accordance with a certain philosophy, which may be explicit, implicit, or a little of both. An understanding of the philosophy behind such an organization is a means of interpreting the ways it functions, and in Greene, it is possible to identify a number of assumptions which form the basis for the operation of the elementary school. Some of these assumptions are implicit in the system, some explicit and quite consciously reiterated as the basis for a variety of things which happen in that school. All, however, are quite evidently present in some form.

The assumption behind a great many activities which take place in Greene Central School is that children are not all alike, that they are most definitely separate individuals characterized by different strengths and deprivations at different times, and that it is an absolutely essential element of the educational process to take these individual differences into account in planning educational strategies. Perhaps because of this careful recognition of children as individuals, educators in Greene do not seem to think of students as being grouped into "disadvantaged" and "not disadvantaged" categories. Rather, staff members seem to be unusually skilled at recognizing a wide variety of conditions which may handicap or advance a child's progress in the school. Certain children are identified early in their school careers as coming from backgrounds where they may have been deprived of exposure experiences which seem to be prerequisite conditions for success in conventional teaching-learning structures.

Combined with this notion of the child as a unique individual is a concept of child development which gives equal importance to and tries to place appropriate emphasis on all aspects of a child's existence, taking into account such factors as physiological development, emotional maturity, health status, home life, and many more. There is an absence of the kind of resigned attitude which implies that the school's business is "only" to deal with the child's "educational" development, on the assumption that educational development is a separate category to be filed apart from all the other aspects of a human life. It is exciting to see how this concept of integrated development is reflected in the concept of the school itself: all elements of the school are expected to work together for a child, are seen as being of equal importance. This assumption is even literally the foundation of the school, for the buildings themselves were designed under strong influences from school officials to facilitate operation along these philosophical lines. In the same way, this concept is reflected in the implicit attitude toward the definition of curriculum: the implicit, unquestioned assumption is that everything that happens to a child in school affects his development, that, therefore, the curriculum is the total experience.

Given all of these assumptions about what constitutes the educational process, it is perhaps easier to understand the prevailing fundamental belief among Greene educators that all children can learn. People in the Greene schools express the belief that education there is for all children, and they do not make exceptions, for the fact is that they have internalized a concept of education which holds that every child can learn given the appropriate conditions for his needs. An awareness of the variety of these conditions leads to the conclusion that what an educator does with a child does matter -- the only limitations on what can be accomplished are the limitations of the teacher's creativity; as a result, teachers in Greene seem to be aware that they have a great deal of latitude, that they are free to try any educational technique, any classroom structure or other innovation -- _if_ it is likely to further the education of the child. At the same time, it is also assumed that any member of the educational staff-- principal, nurse, aide, teacher, librarian, etc. -- will do _whatever_ may be necessary to fill the child's needs. Any staff member may be found visiting a child's home, playing with him or her, giving out affection -- whatever may be perceived as filling a particular need of the child at a given moment.

Undoubtedly these kinds of assumptions would not have a great effect on the functioning of the school without the presence of what seems to be a very widespread, very genuine respect for children, for teachers, for aides, for parents. All members of the system are viewed as responsible evaluators, as agents of change; all ideas are listened to openly, and the attitude seems to be, "If it may work, why not try it?" This sort of atmosphere undoubtedly enables staff members to perform their functions in a more inspired and fulfilling way, and it also means that staff members dealing with children understand very clearly from their own experience that each individual must be made to feel that he or she has a worth, a notion which is conveyed in many different ways, but which is concretely displayed in the awareness of the fact that children have many different kinds of successes which should be recognized, whether that means spelling a word correctly, learning to button a coat, or wearing an especially pretty dress. Educators in Greene often voice their conviction that it is essential for the child to have a positive attitude toward school; they take it as a matter of common sense that if a child likes what he is doing, he will learn more; additionally, for him to like what he is doing, he must himself feel liked and respected. It is perhaps because this conviction is so strong that the emphasis in Greene is an early identification of what may be negative attitudes toward school, so that an early and more effective start can be made to change these attitudes. Perhaps because attitudes are seen as so essential to the educational process, there is also the very strongly emphasized conviction in Greene that the child, no matter what his educational status at the moment, must be enabled to fit in where he belongs, with his peers, as much as he possibly can. Thus, no matter what special help he may be offered, he is always scheduled for the greatest amount of "normal" social interaction it is thought he can manage.

This kind of attention to attitudinal factors may be seen as part of a larger belief, expressed in different ways by people in the Greene school, that effective education relates intrinsically to the development of personal values, values which can facilitate leading a meaningful and productive life, values which enable the individual to contribute to his own fulfillment as well as to the social order. This is not the sort of assumption that is engraved on every school building portal; nor is it mouthed lightly by people who happen to have listened to the same speaker once in Greene. It is the kind of convicition that slips out, in various guises, in the course of an earnest conversation with a teacher, an aide, or a principal in Greene, and it is the kind of conviction that leads to the uncompromising guideline that anything that is done in the school had better be done for the benefit of the child. It also leads to a remarkable situation in which, for once in a school system, the onus of responsibility is on the system to understand the child, not on the child to understand the system! Visitors are reminded of this commitment when they are handed an explanatory document which quotes Cruickshank:

> If a child has a healthy body, but one that will not do what he wants it to; if he has eyes that see, but that do not see things the way other eyes see them; if he has ears that hear, but that have not learned to hear the way other ears do -- he cannot tell what his difficulty is: it just seems to him that he is always wrong. No one can see that he is not like everyone else, so he is expected to act like everyone else....

It is this genuine concern for the experience of the child himself that sets the educators of Greene apart from many others. They have written in another document:

> Through every form of communication, we are made ever more aware that today's children will be tomorrow's adults, and, as such, will have all the responsibilities we link with the term. As John Hersey has said, "...the war must be fought. And this is one war that had better be fought well." This is our privilege.

This extraordinary statement, and the kinds of assumptions discussed above, seem to be one genuine and integral part of the educational system in Greene, seem to be shared by educators there, to be used in functional ways to guide operations and decision making in the school, from the office of the top administrator to the classroom. This philosophical tone represents only one of the many facets of Greene's community-school learning environment which seem to contribute to its effectiveness, and the interrelationships between these facets and many others which this report no doubt has neglected, contribute to its exemplary status.

Developmental Skills Center

Remedial Physical Education Program

Greene, New York

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DIRECTED LEARNING PROGRAM

(Hempstead, New York)

ERIC IRCD Horace Mann Lincoln Institute
Teachers College, Columbia University
New York
1972

To improve the learning experience of its students, the Hempstead New York school system has developed the Directed Learning Program.

Designed to

develop competence in reading and arithmetic, and
to improve motivation, self image, and aspirational level
    by reducing the experience of failure and enhancing
    the experience of success

Through

a new kind of intra-school organization
a curriculum designed to foster individual instruction
    and learning, and
a non-graded learning situation,

The Directed Learning Program has resulted in:

significant academic success as measured by standardized
    achievement tests
extremely positive attitudes among students toward themselves, their ability, and their schools

Examination of the standardized test data indicates that learning under the Developmental Learning Program has been a highly successful experience.

In the Spring testing, after one year of the Developmental Learning Program, the first grade (which had not been tested in the pre-test) scored three months in reading skills (word knowledge, word analysis, and reading) and approximately five months in mathematics above the national norm group.

Of the 700 students sampled in the study, almost 80 percent said that they enjoyed coming to school every day; less than 10 percent said they did not enjoy coming to school.

These are only a few of the significant findings reported in this exemplary project. For Hempstead administrators, teachers and parents, the reports were especially gratifying: in 1968-1969, the year before the Directed Learning Program was instituted, a higher percentage of Hempstead first graders scored in the low range in reading readiness on the Pupils Evaluation Program than the average for Nassau County. The situation worsened as the children progressed -- Hempstead had a higher percentage of third graders in the low range than the average for Nassau County. Although the validity of test scores can be questioned, the value of the ability to read is indisputable. Hempstead turned to the Directed Learning Program to improve the educational experience that it provided for its children.

SUMMARY

A non-graded educational program of several learning levels and highly individualized instruction, the Directed Learning Program is in its third year of operation in the Hempstead, New York school system. Financed by the district and by ESEA-Title 1 funds, The Directed Learning Program is the district-wide method of instruction for what were formerly elementary grades 1-5, and, in some instances, 1-6. The district devised the program when it became apparent -- as evidenced by test scores -- that the existing system was not providing Hempstead children with the best of all possible education. The Directed Learning Program is an exemplary project because the children have made tremendous academic progress and acquired very positive attitudes toward themselves, their ability and their school experiences. Teachers are also very enthusiastic about the program. The Directed Learning Program could be replicated by other school systems where a traditional approach had been ineffective. Pleased with the results attained during the past two and a half years, Hempstead plans to extend the Directed Learning Program to include the middle school (grades 6-8) and eventually the high school. And now to the Directed Learning Program -- a successful non-traditional approach to the major goal of education, an effective learning experience.

WHERE

Forty thousand people now inhabit Hempstead, NewYork, originally a small, middle-income suburb of New York City. Over the past 15 years, many city dwellers -- in their quest for better housing and schools -- have gravitated to Hempstead, drawn by its relative proximity to New York City and to mass transportation facilities. The influx included many families with lower incomes and of different racial and ethnic backgrounds. Three of the six village census tracts are now designated as "poverty tracts", and 30 percent of the children qualify for Aid to Dependent Children. The district's eligibility for Title 1 funds is also indicative of the large number of low-income families. Approximately one-third of Hempstead's population is black, with a small number of Spanish-speaking residents, mainly from Ecuador and Puerto Rico.

WHO

THE STUDENTS

Although black families comprise only one-third of the Hempstead community, approximately 76 percent of the public school pupils are black; approximately 20 percent are white; and 4 percent, Spanish-speaking. This paradoxical situation exists because the school district boundaries are not contiguous with the township boundaries. Thus many of the white children who live in Hempstead attend schools in other districts; still others go to private and parochial schools.

Hempstead has seven elementary schools, one middle school, currently housed in the former high school and a nearby elementary school, and one high school. A new facility for a middle school has been proposed, but construction has not yet commenced.

As in the school system, the students in the program are predominently black. They range in age from 6 to 14 years (where sixth grades have been included). The students have achieved significant academic progress and they are very enthusiastic about the program, as their classroom behavior and their response on the attitudinal evaluation done by Teaching and Learning Research Corporation demonstrate. The staff (teachers and principals) is approximately 65 percent white; 33 percent black; and 2 percent Spanish-speaking.

WHY

Although we tend increasingly to disdain tests which quantifiably measure the achievement of a child, no one could gainsay the importance of the ability to read or the ability to calculate. When entire communities of children consistently test poorly in comparison with other children of the same age and background, the children are not responsible. In the past, many educators conveniently tied a child's failure to his background or home environment. Outrage at the injustices perpetuated by such an interpretation and recent research have led concerned administrators, teachers and parents to demand that schools which do not teach change their plans of action. Hempstead realized that a new educational system was required -- a system responsive to new needs in the community and children. Through its different method of organization and teaching, the Directed Learning Program sought to break down the constructing traditional structure and replace it with a new framework and atmosphere in which Hempstead children would learn and thrive.

WHEN

In the school year 1968-69, the New York Pupils Evaluation Program (PEP) tests showed 18 percent of Hempstead first graders were in the low range in reading readiness compared with only 8 percent average for Nassau County. Furthermore, as Hempstead children progressed, the discrepancy increased; this increase indicated that the educational program was neither compensating for nor rectifying the initial disparities or disadvantages; 30 percent of the Hempstead third graders were in the low range in reading as compared with only a 13 percent average for Nassau County; similarly, in math, 28 percent of the Hempstead third graders were in the low range, as compared with only 18 percent of Nassau County third graders.

Such a disastrous state of affairs demanded a drastic antidote, and the Directed Learning Program was the result. Initiated in 1969, the Directed Learning Program evolved from the collaborative efforts of several individuals and groups -- the Superintendent of Schools, the Assistant Superintendent for Instruction and Curriculum, the Curriculum Coordinating Committee of Teachers and Administrators, the Director of Special Programs, the Title 1 Advisory Council and individual classroom teachers.

Because the malaise affected the entire district and the situation demanded urgent attention, the program was instituted on a district-wide basis. In the first year, grades 1-3 in all seven elementary schools participated. In the fall of 1970, grades 4-5 were added to the program, and in the fall of 1971, some of the sixth grades also were included. Although it differed greatly from the traditional graded classroom, the Directed Learning Program did not require any drastic alteration of existing classroom space; nor, at the outset, did it seem to require much in the way of pre-service preparation for the teaching staff, training considerations which might impede the program's commencement. The district revised the curriculum to create a non-graded learning schedule of several competency levels and Hempstead was ready to embark on the Directed Learning Program.

WHAT

The architects of the Directed Learning Program felt that each child's educational experience and academic achievement would be most effectively realized by a non-graded learning environment and a multi-level program of achievement. In the original proposal, the objectives of the Directed Learning Program are stated as follows:

1. Develop competence in reading and arithmetic
2. Develop a non-graded learning environment that permits each child to progress at his or her own individual pace
3. Improve motivation, self-image, aspiration level by reducing the experience of failure and enhancing the experience of success.

To achieve these objectives, Hempstead effected a new intra-school organizational plan; developed a curriculum design to foster individual instruction and learning; and established a non-graded learning situation. Together the three components equal a successful approach to the teaching-learning process.

HOW

As in many of the exemplary projects, in Hempstead a new organizational pattern emerged from the Directed Learning Program. The traditional class was eliminated; two new entities -- the homebase and the educational family -- replaced it.

THE HOMEBASE

The homebase has between 20 and 30 pupils and a teacher and teacher's aide. Unlike traditional classes where the difference in pupil ages usually does not exceed 10 months, home bases have children who range in age by at least two separate years. In addition to variance in age, children are grouped heterogeneously in the homebases according to the following characteristics:

present intellectual achievement
social interaction
motivation for learning
emotional response
rate of previous achievement

THE EDUCATIONAL FAMILY

Four homebases with their teachers and teachers aides comprise an educational family. Each family of approximately 100-120 pupils is supervised by a Learning Director, whose position was created for this program. Primary Educational Families are composed of homebases with children aged 6-9 and include levels equivalent to first, second, and third grade. Similarly, the traditional fourth, fifth, and in some instances sixth grades have been replaced by Intermediate Families of homebases with pupils aged 9-13 or 14. In addition to homebase teachers, each educational family has the services of reading, guidance, art, music, and physical education specialists.

Pupils remain in homebase groups for reading comprehension skills, language arts and social studies; homebase teachers teach these subjects.

Six and seven year olds learn math and science from their homebase teachers; students aged eight and older are regrouped, according to math performance, for math and science. In addition, by fall of 1972, teachers within an educational family will teach either math or science, thus increasing the degree of teacher-subject specialization.

HOW (con'd) THE D.L.P. CURRICULUM

Since poor academic performance precipitated the decision to establish the Directed Learning Program, an effective curriculum is of primary importance. The curriculum consists of a series of levels: when a child has attained one level, he moves on to the next. In traditional classes, success and failure face each other across an unbridgeable chasm. The child is either a fast learner or a slow one -- the situation does not encourage a mixture of both. The use of distinct measurable levels in different subjects enables a child to feel successful; to be at one level in math and another in reading; and to work at a rate uniquely his own. The quick learner can proceed at a rapid rate; the slow learner at another, to the detriment of neither. After the successful completion of one level, the child advances to the next. The teacher is free to supplement the program curriculum with additional materials if he or she believes they are appropriate. The Program Information Report states:

> Since the program is individually oriented emphasis will be placed on the utilization of varied instructional materials.... It is expected that a wide range of program materials will be used in accordance with the individual student's style of learning and special needs.

At present there are 16 levels of achievement in the Directed Learning Program; as the program is expanded to include additional grades, the number levels will be increased. The child will usually spend three years to complete the primary family levels; at the end of that time, he will move on to the intermediate family and intermediate levels with his peers in the subjects he has completed but will be able to continue at the primary level in areas where he still lacks competency. Thus neither age grouping is exclusive, i.e. ten year olds can be involved in primary level tasks, and eight year olds in intermediate level tasks.

Worksheets exist for each level, and successful completion of each skill and level is measured by a specific competency test. A sample pupil worksheet for level X and a Teacher's Guide for Competency Evaluation (for level 1) follow:

COMPETENCY EVALUATION--PUPIL WORKSHEET #53

Level X - Vocabulary Acquisition Skill - 2: Explains specific meaning of word used in context

Name ______________________ Date ______________

Find a word at the top of the sheet which means about the same thing as the underlined word in each sentence. Write that word on the line under the sentence.

flag trip wagon funny face meadow
shears kiln also baggage trucks

Example: Bill and Joe took turns riding a cart on the walk.

wagon

1. They went on a long journey on their vacation.

____

2. The flag bearer carried the school banner onto the stage.

____

3. The cows grazed in the fresh green pastures.

____

4. The children made masks from paper bags.

____

5. Our clay bowls were baked in an oven.

____

6. When we left the airplane, we claimed our luggage in the airport.

____

COMPETENCY EVALUATION
LEVEL 1 READING SKILLS
TEACHER GUIDE

Skill 9:	Recognizes and names colors Teacher: I am going to show you some crayons. As I show you each one tell me what color it is. (Use--red - blue - yellow - green - orange - purple - black - brown - white)
Skill 10:	Has adequate span of attention for task Rate on teacher judgment over a period of time.
Skill 11:	Speaks in sentences Teacher: Try to elicit sentences from pupil by asking questions, as: What do you like to do after school? What do you like best about school? What do you like to watch on television?

Note use of sentence form, length of sentence, general language facility.

Rate on teacher judgment over a period of time.

Skill 12: Enunciates and pronounces clearly

Rate on teacher judgment over a period of time.

Skill 13: Recognizes name in print

Teacher: I am going to show you the names of three children in our class. Then I will ask you to point to your name.

Show child three names in manuscript or three cards -- use both first and last name.

John Doe
Susan Little
Jane Smith

Point to your name.

HOW (cont.)

A Directed Learning Project teacher makes use of several learning situations to maximize the learning experience of each child. All of the groups take place within the confines of the regular classroom; on occasion, adjoining rooms may be used. However, the new middle school will permit more flexible use of space. The Teachers Handbook identifies the four kinds of learning groups and representative activities.

1. Individual
    a. to reinforce initial learning through practice (as in arithmetic)
    b. to provide opportunities to explore in depth areas of special interest (as through reading and research, laboratory experiences, etc.)
    c. to develop specialized talents (as in art, music, physical education)

d. to counsel on problems

2. Small Group (5-10 pupils)

   a. to bring together pupils of a smaller skill level to further develop the skill (as in work analysis)

   b. to permit opportunities for full discussion and exploration of an area of interest

   c. to permit opportunities for pupils to work together

   d. to evaluate status or growth in skill or subject areas (as in oral reading)

3. Regular Class (20-30 pupils approximately)

   a. some resemble the above classifications

   b. others may be similar to large groups

4. Large Groups

   a. to provide for more efficient use of mechanical aids and community experts

   b. to provide higher quality instruction because of time available for preparation

   c. to save staff time by eliminating repetition

   d. to provide a setting for presentation of a common foundation of knowledge

   e. to free staff for other activities (preparation, planning, conferences, etc.)

Subject periods are usually 20-30 minutes in length, although large group activities may involve more time. The teacher may spend the entire period at work with individuals, small groups, the homebase or a large group; on the other hand, she may divide the class time and utilize several of these groupings within a period. Since the program emphasizes individualization, individual and small group instruction prevail. Classrooms in which the Directed Learning Program is in effect have space set aside for the following kinds of activities:

Directed: those which require the teacher's presence

Semi-Directed: those which encourage semi-independent activity

Independent: those which demand independent action by the child; these are peer and student dominated

Listening-viewing: those which demand independent attention to a task

Students work on pre-assigned tasks a good part of the time. In a Directed Learning Program classroom the children work independently, oblivious to distractions, and seem to enjoy the tasks while they work on them. They volunteer to answer, go to the board, etc. The independent, highly individualized orientation of the program results in less interaction with teachers, aides, and other students. Teachers try to provide increasingly individualized instruction and avail themselves of both teachers aides and more advanced students to achieve it. In one observed classroom, in which DISTAR was in use, chronic non-readers were reading aloud to each other -- on their own -- with great enthusiasm. In some homebases, teachers have weekly conferences with each student to evaluate work and plan assignments in each area for the next week.

Without careful planning and management, however, the teacher finds it difficult to keep several projects going at once -- a necessity in an individualized program -- and the children become restless if they finish the task before the rest of the group and have nothing to do.

To help a child achieve and know it is central to the entire Directed Learning Program. The teachers work toward this goal in the classroom through praise, records of the child's accomplishments, and prominent displays of student work. An aura of enthusiasm and success pervades the Directed Learning Program classroom.

WHO (cont'd)

PERSONNEL

The totally new organization required the creation of a new position, the Learning Director. However, the success of the program hinges on the commitment and expertise of the homebase teachers, aided by the paraprofessional teacher aides. Realising that the program, to be effective, must also inspire the parents and the community, Hempstead has actively sought their support.

Each educational family of 100-120 students is under the direction of a Learning Director. The Director, whose position was created for the program, is responsible for "diagnosing, prescribing, and evaluating the effectiveness of the program for each child within the educational family." The Learning Directors are responsible for the weekly family planning sessions and assist in the training of teachers and paraprofessionals. They also conducted the I-scale evaluation of teachers.

Since the program encompasses all of the elementary schools in the district, all of the teachers at these levels are involved in the program. Thus the only criteria are those required for teaching within the district.

In the year 1971-72, 77 teachers, both black and white, were in the program. Teachers must expend enormous quantities of time on planning and on the copious paper work which the Directed Learning Program entails. Although the teachers believe that more preparation and more time for planning would heighten their effectiveness, most of them are very enthusiastic and committed to the Directed Learning Program. The system has wisely encouraged teachers to design appraisal strategies giving them a chance to apply their experience and knowledge to the appraisal of learning characteristics of individual children. Though such strategies have not been achieved as yet in the evaluative field in general, the Hempstead efforts have been helpful to individual teachers and are praiseworthy.

Teachers stress that the aides are invaluable in the execution of the program. There are 77 aides in the program; ideally, each educational family will have four aides. Most of the paraprofessionals are black; they vary in age, and there are a few men. They are from the community, and many of them are parents with children in the program. They have good rapport with the students. Aides' duties are classified by the school system as those that involve pupils and those that do not. The participate in weekly planning sessions and in-service training.

The Directed Learning Program requires a great deal of the teacher in classroom management, in planning, and in general attitudes toward the children. Because the program was initiated on a district-wide basis, it was not feasible to select a group for intensive preprogram training nor to conduct an intensive program for everyone. However, subsequent teacher experience and an evaluation of the Directed Learning Program teaching indicated that a strong in-service training program was urgently needed. In several observed classrooms, teachers did not individualize instruction; or if they were working with a small group, the rest of the class was restless or not purposefully occupied; in some instances, children were still in a graded situation. To remedy this situation, Hempstead has instituted an intensive in-service program that stresses individualized instruction and classroom management. Although the Directed Learning Program does not yet involve the high school, high school teachers also participate in the program of in-service. This in-service program includes the development of video-tapes demonstrating the process of individualized instruction.

As further support for the teachers who are recognized as the key to effective program implementation, schedules are being restructured to allow for more teacher planning time. In addition, a consultant has been assigned to each elementary school to help staff with implementation, and the progress of the staff is monitored with evaluations.

WHO

Through various strategies, Hempstead aspires to involve parents in the program to gain their support and cooperation. At the beginning of the school year, parents receive a brochure, A Parents' Guide to the Directed Learning Program. The guide discusses the difference between a traditional graded program and the Directed Learning Program; explains the concepts of "homebase," Educational family," and "non-graded learning curriculum"; and includes a schedule for a typical school day. A monthly newsletter is also sent to the parents.

THE COMMUNITY

Parents' Committees exist in each school, and the Superintendent holds monthly appointment hours to speak with parents. In addition, the PTA Advisory Council, which is well-informed and outspoken, advises the Superintendent of parents' concerns. Several parents are also paraprofessional aides in the program, and School Board meetings are open to the public.

Despite all these opportunities, some of the Advisory Council members feel that broader parent participation is needed, particularly by Spanish-speaking parents. In its initial efforts to assess the needs of the community, the district consulted only a few small groups. Although the parents are satisfied with the work of personnel in the program, they are cognizant of the need to improve certain aspects of the Directed Learning Program. In order to increase and broaden the base of parent support and involvement, the district is surveying more of the community in its current needs assessment.

From the program's inception, various community groups, including the Title 1 Advisory Council, CORE, and the NAACP, have been involved in the program; CORE, in particular, has closely monitored it. Enthusiastic about the Directed Learning Program, the local newspaper, the Hempstead Beacon actively supports the program, and most of its major news stories concern the schools.

HOW (cont'd)

COST

The total cost for the current year of the project is $621,168. Hempstead spends approximately $1,663 per pupil in non-federal funds. Within the Directed Learning Program, the Title 1 cost per pupil is approximately $300.

EVALUATION

Since the commencement of the Directed Learning Program, Hempstead has conducted three different kinds of evaluations to measure its effectiveness: (1) standardized achievement tests, which were administered to a random sample for a pre-test in the fall, 1970, term and the entire district in the post-test in the spring, 1971, term; (2) an attitudinal test, which was administered to a random sample of pupils in the fall, 1971 term; and (3) an evaluation of teachers, in which the 1-scale was used to determine the amount of individualized instruction given by teachers in the program.

The first evaluation, that of achievement, produced significant findings. The test instruments were the Metropolitan '70 and Stanford Achievement tests. The predominent reason for the initiation of the Directed Learning Program was to improve the level of pupil achievement in the Hempstead schools. The test scores are strong evidence that this goal is being attained. In its Report of Achievement Tests, the Teaching and Learning Corporation stated:

> Examination of the standardized test data indicates that learning under the Directed Learning Program has been a highly successful experience.

Some of the significant findings discussed in the Report are:

> --In the spring testing, after one year of the Directed Learning Program, the first grade (which had not been tested in the pre-test) scored three months in reading skills (word knowledge, word analysis, and reading) and approximately five months in mathematics above the national norm group.
>
> --Progress during the seven months from October to May has been, in almost every skill area and in all grades with the exception of the fifth, greater than that "expected" for groups beginning the year on grade level.
>
> --In both the Word Knowledge and Reading tests, there were no significant differences at the .05 level between the groups in the Directed Learning Program for the second year. On the other hand, those groups in the Directed Learning Program for the second year did show significantly greater average pre-test differences than that of the first in the Directed Learning Program on the math subtest. It must be remembered that these analyses (of the second, third, and fifth grades) were not concerned with levels of achievement, but rather with a comparison of pre-post test differences during the 1970-71 academic year.
>
> --In the post-test, the fifth graders, for whom 1970-71 was the first year of the Directed Learning Program as well as the first year of the intermediate families, showed a reversal or halting of the pre-test retardation except for one test, reading, in which the year's growth did not equal that of the standardization group. In all of the pre-tests, this group had been below the expected average by between five and ten months.

In an attitudinal study administered by Teaching and Learning Research Corporation in the fall of 1972, interviewers collected data on "students" self concept of ability to do school work"; "students' attitudes about school"; and "students' perception of their acceptance by others in the school." A 25 percent random sample was chosen from each class in the Directed Learning Program. Some of the study findings are:

--Students in general feel positively in regard to their ability to do average or better than average work in school.

--In the intermediate families, 67 percent of the students reported that they feel they can finish high school and almost all of those sampled, 98 percent, felt that they could do average or superior work if they went on to college.

--Of the 700 students sampled in the study, almost 80 percent said that they enjoyed coming to school every day, while less than 10 percent said they did not enjoy coming to school.

--Of all the people mentioned by students as caring about how well they do in school, 29 percent were teachers or other personnel. Of the 700 students interviewed, 360 or approximately 51 percent mentioned his or her teacher. In comparison, while parents comprise 41 percent of the list of people mentioned, 516 students, or approximately 74 percent, indicated that their parents care about how well they do in school.

--While there are approximately 75 percent black students in the sample, of those saying they would be one of the best students on finishing their present school, 80 percent were black; 74 percent said they would be average, and only 55 percent said they would be one of the poorer students. Using a square analysis, researchers found a significant difference in this response between the black and non-black student. The black student feels he will do better in proportion to what would be normally expected from his representation in the sample.

--Data indicated that black students' responses are generally more positive about themselves and their attitudes toward school than would normally have been predicted from the proportion of black students in the sample.

In the fall of 1972, Teaching and Learning Research Corporation also conducted an evaluation of the degree of individualized teaching by Directed Learning Program teachers. The evaluation used the 1-Scale, an instrument developed to test this dimension. Utilizing Charles Danowski's characteristics of individualization, the scale results in a total "1-Score", obtained by multiplying each score per variable by the number of Danowski characteristics relating to that variable. Danowski's characteristics for teachers are dichotomized under the headings: (1) Objectives, (2) Planning and Preparation, (3) Communication-Direction, (4) Communication-Message, (5) Function, and (6) Evaluation. Pupil characteristics are dichotomized under: (1) Objectives, (2) Planning and Preparation, and (3) Communication-Direction.

EFFECTIVENESS

This project is based on the premise that individualized planning of instruction can result in improving reading and mathematics achievement, as well as improved motivation, self-image, and level of aspiration in elementary school pupils. In order to provide for greater flexibility in the grouping of pupils and the use of teachers, the project has radically changed the organization of the school and design of its curriculum. Although the content of the learning tasks is rather traditional, there has been a serious effort to make the curriculum sensitive to individual learning rates, to pupil interests, and to some extent, to differences in learning style. The children and the teachers have been organized into small units (classes) called the "homebase" and larger units (composed of four homebases) called the "educational family". This organizational pattern allows for the heterogeneous grouping of youngsters for some learning experience and homogeneous grouping for other types of learning.

There are many approaches to the individualization of learning. Essential to an adequate system is individual prescription, based on extensive knowledge of each learner and a pool of learning experience units which reflect, for example, differences in rates of learning, temperamental traits, cognitive style, interest, and the varying affective states the child brings to the learning situation. Few, if any programs fully meet this standard. Although this project is several cuts above the traditional in public education, it does not yet match this level of sophistication. Appraisal processes are used to guide the decisions of teachers in grouping and in planning instructional experiences for children. However, available appraisal procedures are somewhat unsophisticated and do not allow for the adequate identification of subleties in learning function which should be considered. New efforts in IPI will need to give greater attention to the development of such strategies. This effort at individualization in the Hempstead schools seems to provide an opportunity for individuals to function in groups that are organized to be responsive to certain pupil needs. For example, individual, as opposed to small group, learning experiences are designed to provide (1) reinforcement of initial learning through practice, (2) opportunities for in-depth exploration of areas of special interest, (3) development of specialized talents, and (4) attention to personal problems. Though none of these speak directly to problems of style or temperament, conditions are created which would allow emphasis to be given to some or all of these types of problems.

There are some problems in this project. The in-service training of the staff has been inadequate; however recent changes instituted by the administration will contribute greatly to the correction of this inadequacy. The range and variety of learning task may be too narrow. Exceptionally bright children may show limited benefit from the program because the ceiling is too low, while underachieving pupils may not be adequately reached by the levels at which many of the learning experiences are set. This is a recurring problem in individualized instruction and is not percular to Hempstead. Particular care must be taken to provide a wide enough range of options to reach students at both ends of the continuum and arrangements must be made to insure that independent study arrangements do not leave underachieving students to flounder.

Communication among staff members, between staff members and pupils, as well as between staff and parents is a critical dimension of programs which seek to be learner directive and individualized. It is important that staff members pool their knowledge and understanding of pupils and pupil needs. Interpretation of this understanding and the strategies that flow from it must be communicated to pupils. It is essential that planning for pupils and their progress in relation to educational treatments, as well as in relation to pupil needs, be communicated to parents. The expanding opportunities for staff conferences, teacher-pupil and teacher-parent conferences speak to this need.

In the Hempstead effort at directed individualized learning we have an example of a major effort at the application of one of the essentially new and appropriate concepts in education. It is unique in its system-wide commitment, there is enthusiasm and high interest on the part of staff, and great progress has been made in applying the basic elements of the concept across all classes. That it is not yet perfected is of little moment. That it is in operation, constantly being refined and beginning to make differences in the educational development of children commend it to public notice as an important development in public education.

Directed Learning Program

Hemstead, New York

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SPECIAL READING PROJECT

(Mishawaka, Indiana)

ERIC/IRCD Horace Mann Lincoln Institute
Teachers College, Columbia University
New York
1972

In Mishawaka, Indiana, theory and practice are joined in an extremely effective special reading program.

Designed to:

- enable reading handicapped children to achieve and maintain a reading skill higher than a year below their grade placement
- interpret the child's strenths and weaknesses in reading skills to the parent and classroom teacher so that many of the pressures operating on the child can be removed
- improve the child's concept of self
- interpret the child's reading strenths and weaknesses so that he may understand the various skills in which he needs improvements

Through:

- daily or thrice-weekly instruction
- a continuous program of diagnosis and instruction with no time limit on participation
- an exceptionally large and varied group of materials and strategies in the special reading program
- an on-going, inservice program and instructional support for teachers
- a system-wide commitment to improving reading skills

The Mishawaka Special Reading Program has resulted in:

- Highly significant gains in reading level (as measured by the Gates-MacGinitie Test for grade 2 and the Stanford Diagnostic Test, for grades 3-6)

SUMMARY

Now in its sixth year of operation, the Mishawaka special reading program attempts to improve the reading ability of elementary school pupils who are below grade level; heighten parents' and teaching staff's awareness of a child's reading problems; and to improve the child's self-concept. To achieve these goals, the special reading program utilizes daily instruction; an imaginative, varied special reading curriculum, and a continuing in-service program for reading teachers.

The project is supported primarily with ESEA-Title I funds. Mishawaka's special reading program is exemplary because of the daily, continuous instruction for reading-handicapped children; of the thorough in-service teacher training which, in turn, engenders teacher enthusiasm and commitment; and of the impressive gains in reading ability that pupils in the program have made. With minor adaptations, the program could be replicated in other communities.

WHERE

Approximately 35,000 people live in Mishawaka, in the northern part of Indiana. The population, predominantly white, includes many southerners who came to work in the factories as well as many residents of Belgian and Italian descent. The factories which break and color the sky are the source of employment for most of Mishiwaka's residents.

The children who participate in the special reading project attend the five Title I elementary schools and three parochial schools that are located near downtown Mishawaka. In addition, the project provides a 2/3 time teacher at the Family & Children's Center, a state-supported home for dependent children. As in many other industrial cities, the majority of the low income population live in or near the downtown area. The city's one low-income housing project (with approximately 650 people) is located here. Overcrowded housing -- despite the predominance of single-family dwellings -- and the city's highest mobility rate also characterize the downtown section.

WHEN

These five Title I elementary schools, five other elementary schools junior high schools, and one high school are administered by the School City of Mishawaka, the local educational agency. The public school system enrolls 7335 pupils. There are three parochial elementary schools (K-8) and one parochial high school.

In 1966-67, a new public school committee (principals, laymen, and religious members and staff) developed jointly the Title I proposal which resulted in the funding of the special reading program. Although parents were informed of the project, no parent representatives were on the committee.

In 1972, six years later, the program continued to thrive; more children, more reading teachers and more materials signaled both its acceptance and the system's determination to continue it.

WHY

Reading is the most basic skill. A man or woman who cannot read is disadvantaged forever. As Thomas Jefferson and others observed, the society suffers as well.

Increasingly, educators and the public recognize that reading problems must be attacked early in the educational process if children are truly to have the right to read. The Mishawaka school system developed the special reading program in response to a need considered urgent by both parents and teachers. The parents wanted tutoring in reading for their children, and the classroom teacher realized that they could not give the slow reader the assistance -- in time and kind -- that he required.

WHO The Students

Approximately 600 children, 75 of them in parochial schools, participate in the special reading program. Although many of the children are form low income families, they are often raised in an achievement-oriented environment, one in which diligent study and learning are encouraged. Six reading specialists (one coordinator and five teachers) conduct the reading program. Each Title I elementary school reading program has its own reading specialist.

Although the classroom teacher is usually the person who refers a pupil to the special reading program, a testing program, guidance counselors, principals, parents, and the child himself have also acted as referral agents. This readiness to turn to the program indicates the high regard and lack of onus attached to the Mishawaka program or participation in it. Upon referral, the child takes a diagnostic test. Children in grade 1 are screened second semester by the Bucks County Placement Test; in grade 2, the Gates-MacGinitie Test; and in grades 3-6, the Stanford Diagnostic Test. The special reading teacher discusses the results with the classroom teacher and decisions on the child's reading program are made jointly. If a child reads more than a year behind his grade level, he is usually placed in a special reading group. The principal approves the final placement of the children; however, the following criteria are used in determining the order of placement:

1. Students with I.Q.'s 90 or above who read at a level a year or more behind grade placement.
2. Students with I.Q.'s in the 80's who lag a year or more behind in reading.
3. Students with I.Q.'s in the 60 and 70 range can be added to the program if they are below their own capcaity level or if the teacher thinks they can improve.

WHAT

In the ESEA-Title I proposal, the objectives of the Mishawaka Special Reading Program are defined as follows:

1. To interpret the child's strengths and weaknesses in reading skills to the parent and classroom teacher in such a way so that many of the pressures operating on the child can be removed. They are told about the child's strengths, and they therefore become more positive about his weaknesses.
2. To interpret the child's reading strengths and weaknesses so that he may understand the various skills in which he needs

improvement.

3. To improve the child's concept of self through a carefully planned classroom atmosphere and a system of recording daily progress in small units on graphs or charts kept by the child himself. In some instances, the child is permitted to memonstrate unusual materials or equipment to his parents and classmates.

4. To help reading-handicapped children achieve and maintain reading skill higher than the year below their grade placement.

Objective #4, the only one stated in strict behavioral terms, is the objective that has been actually evaluated. However, the enthusiasm for the program that the children evidence, the cooperation of the classroom teachers who must revise their schedules to deal with the program, and the support of the community are indicative that the other, more intangible objectives are also being achieved.

HOW

Several factors explain the effectiveness of Mishawaka's special reading program: accurate placement of the children who need attention in the reading group; daily special reading classes and the opportunity to attend the reading program for as long as is necessary; the extensive varied imaginative materials that fill the special reading rooms; and finally, the cooperation that pervades the program and affects all its participants from reading teachers to pupils.

The Reading Group

Each reading group has from six to ten pupils. Reading level and reading problem determine the composition of the group, for example, third grade reading level, consonant problem. The Mishawaka schools have an ungraded program for grades K-3 and the classrooms are based on nine reading levels. Thus in both homeroom and special reading a child may be grouped with children a year or two older or younger. The special reading classes for children in grades 4-6 are also likely to include two or more age groups.

The special reading program also provides for individual sessions for students who need them. The reading teacher works individually two or three times a week with these students, whom the program labels "clinical". Most of these students have severe reading problems as well as emotional problems that make it difficult for them to achieve in a group situation.

The average length of time that a child remains in the program is difficult to estimate because each child and problem require different periods. The particular effectiveness of the Mishawaka program is that a child can stay for as long as necessary. Many children stay for a semester or a year and then are able to read at their grade level. Approximately one-third of the children have problems severe enough to require their attending the special classes for four or five years. In many cases the continued daily work has enabled a child to do junior high school work when he reaches that level. A child stops attending the special reading classes when tests illustrate that his reading level is on a par with the rest of the class and when the teacher believes that he will be able to read confidently with his peers.

SCHEDULE

Most students in the program have a daily thirty minute special reading period. Students in grades 4-6 meet three times a week. This session is held in a special reading room, and each school has a room. Scheduling of the special reading class is extremely difficult, particularly since no child is supposed to miss his basic classroom academic lessons, and the children in each reading group come from several different class rooms. The school faculties involved have worked out a solution. The teachers of the first through third grade adapt their lessons around the special reading schedule. In grades four through six, the teachers have staggered the classes so that not more than one regular class is missed each week.

Work from the regular classroom is often taken home by special reading students, and other children frequently help. Occasionally it is impossible to arrange a schedule in which a child does not miss reading or math once or twice a week but these occasions have lasted generally no longer than one semester.

HOW (cont'd) The Special Reading Room

The special reading rooms abound with materials of every kind and concept. The tables and desks are all movable and subjected to constant rearrangement. All the children have folders which they can locate easily. In general, the folders contain stapled pads labeled according to the book or subject (Barnell-Loft or Phonics) used for the work in these areas. Corrections are made in the pad with the child as he works.

CURRICULUM

When a child embarks on the special reading program, the teacher makes an effort to utilize materials that differ from the ones the child uses in the regular classroom. For the child, this innovation heightens the feeling of a fresh beginning and provides a sense of new adventure. Thus, while many standard materials are available, none of these duplicates those available in the classroom, and multimedia materials, unique to the program, are also present.

Mishawaka teachers had found a lack of word attack skills to be the basic problem underlying many of the reading problems. In the Mishawaka program, emphasis at all grade levels is on the building of work attack skills as well as comprehension skills. The staff has developed a phonetic program to develop word power as rapidly as possible. The material contains an outline of the basic steps which help a child in a phonetic approach to unknown words: the sounds of the vowels and the consonants, the blends and the triple blends, digraphs, suffixes, prefixes, phonograms, and syllabication. When a child has completed these steps, he is able to pronounce correctly the list of long, difficult words that the material provides. Most children are delighted that they can read all the words correctly.

Second and third year students in the reading program use the Sullivan Reading Program and other selected reading materials, although teachers supplement this material with original efforts to maintain interest. Students in the fourth through sixth grades use such materials as EDL, the Barnell-Loft Skill Development Program, Lyons & Cunningham Phonics We Use and the Readers Digest materials. Because the teachers are very familiar with a wide variety of reading materials, they are able to choose materials according to student need and to personal preference. Since the program maintains an extensive library of instructional materials, teachers are able to avoid the use of a single material more than twice per week.

An extensive list of materials has been devised for easy teacher reference. Phonics and Comprehension, the two main categories, are divided into reading levels, and the phonics section is further subdivided. Much of the reading material has been analyzed and categorized according to specific phonic skills.

Film strips, overhead projectors, EDL and tape recorders are also used. Teachers devise games and other techniques to maintain interest. 'How many syllable does hippopotamus have?" is a question in one game. Two teams of children line up at the black board. The first in each line has to answer the teacher's questions.

Points are awarded for correct answers, and no consideration is given to who answered first. The children enjoy this type of learning activity.

The "clinical" students, those who require individualized attention, use the same materials. The Gillingham Approach of seeing, hearing, and writing every word, has often been found to be effective in these situations (which provides increased flexibility). One fifth grade boy, who had made almost no progress in his two years in the group program, is now beginning to advance. His reading teacher uses a large box of 9 x 3 cards, each with a word on it. The "can read, write and spell" box of cards is growing steadily, much to his delight. Whenever possible, the special reading teacher works with the classroom teacher to provide classroom experiences which integrate content and practice.

HOW (cont'd) The Learning Environment

Not only does the program seek to improve the child's reading ability, it also seeks to improve his self concept. The reading teachers work in different ways to build in each child a sense of accomplishment and a lack of failure. The use of different materials and the small groups all contribute to this. For example, although the teacher rarely "gives the child a word for free" (when he comes to a word he doesn't know), he or she tries to work with him so that he feels that he has definitely participated in supplying part of the word, syllable, vowel, blend or "sounds like". The success of these efforts varies little from teacher to teacher, since the continuation of teachers in the program depends in part on student progress.

For the most part, the project has successfully avoided the stigma that children and adults so often attach to a special reading project -- "only the slow or dumb kids have to go." The students are told that they are in the program because they can learn. Students explained to the researchers that they were in the program, "because I'm slow in reading," or because "I'm not doing as well as I could".

The sessions are always referred to as "Special Reading," and nearly all the children look forward to these classes. Occasionally children have brought friends along and asked if they could join. Since the children within the groups are together for at least a semester, they establish rapport, understanding and help each other. The children like their individual folders and the multimedia materials. Students who have been in the project for three or four years are as enthusiastic and satisfied with the project as pupils who are new to special reading.

The program enjoys significant cooperation at all levels of the school system and has inspired other efforts as well. Despite the rigors of scheduling, almost all of the classroom teachers support the program. The special reading teachers keep the classroom teachers informed of the progress of special class students and consult with them. They also assist classroom teachers who request it. Guidance counselors work closely with the special reading teachers concerning the clinical pupils, those with emotional as well as reading problems. As a result of the program, several of the physical education teachers have initiated percetpual training for those children who need it. The school administration also instituted a pre-kindergarten program because they felt that early discovery of potential reading problems would eliminate some of the difficulties in learning to read. A testing program is being developed to identify those high-risk children at the beginning of their school careers.

WHO

Committed, enthusiastic, experienced teachers and an ongoing inservice program have been critical to the success of the program.

PERSONNEL

A reading coordinator and five special reading teachers staff the program. Four of the teachers are involved on a full-time basis, and one, half-time. All of the teachers had taught before entering the project. They were selected because they were considered "successful classroom teachers who easily establish good rapport with children, who demonstrate creativity in their work, and who possess a dynamic and enthusiastic approach." The program demands that the teacher work intensively with a child on a daily basis. For this reason, the program planners placed primary importance on the ability to establish rapport rather than on prior special training in reading instruction.

The reading coordinator visits the schools to observe, to assist with teaching, to offer suggestions to the teachers, and to work with principals and administrators. She schedules one two-hour session for all the teachers monthly. At these meetings, the teachers discuss their experiences with materials and problems that they may have had with a particular group or child, consider new materials, and analyze the ongoing diagnostic data. According to the participants, the strong, sympathetic leadership of the original coordinator was invaluable.

At present, new teachers take a two-week half-day training program which includes emphasis on comprehension, phonics, diagnostic procedures, prescription and materials. For the first three years of the project, the teachers taught their special reading classes only four days a week. One day each week was devoted to materials study and development. During these sessions, they developed the "Outline for the Teaching of Phonics" and special skill sheets, related both to published materials and to individual programs. Two of the teachers who participated in this curriculum development are still in the project.

Enthusiastic and committed to the program, the teachers have all taken special reading courses since the inception of the project, and several have attended and participated in reading conferences and workshops. They are appreciative of the opportunity to become expert in this field and of the ongoing guidance. The classroom teachers recognize their expertise and, perhaps for this reason, cooperate readily when children must be excused for their classes for special reading.

WHO (cont'd) Parents

From the beginning, parents have been a part of the Mishawaka project, though not always directly. Their request for tutoring assistance was an impetus for Mishawaka's request for Title I funding for the special reading program. As discussed earlier, the parents inculcate in their children the values of serious study and learning. Further, one of the primary objectives of the project was to increase the parents' awareness of a child's reading problem.

All of the schools have P.T.A.'s and there is a Title I Advisory Council. Although the schools sponsor two parent conferences a year and encourage the parents to visit at any time, the parents themselves vary widely in their participation and knowledge of the school's activities and their child's role in it. When a child begins a special reading program, the school notifies his parents by letter; the school describes the program and invites the parents to contact the principal or reading teacher if they have any question. Many of the parents attend regular parent conferences twice a year; these parents tend to be familiar with, and enthusiastic about, the program. Active parental involvement, however, appears to be minimal.

To stregthen this aspect of the program, greater emphasis is being given to parent conferences, held twice each year. Parents are encouraged to participate in parent visitations. They have been involved in the development of and report on instructional materials, are encouraged to participate in the book fair sponsored annually by the school district. The newspapers have been extensively utilized to keep parents and community informed. Despite these efforts, the quality of specific parent involvement is heavily dependent on the activity of the specific teacher.

HOW (con'd) Cost

In 1971-72, the total cost of the Mishawaka Special Reading Program was $56,175. Of this, 94% was ESEA Title I funds, 4% local and 2% state. The School City of Mishawaka, the local education agency, estimates the cost of the program at $100 per program participant. Mishawaka spent in 1971-72 $810 per pupil in its schools.

Mishawaka is committed to this program and to continuing it. While the local system could not sustain the project at the current level without the federal funds, the researchers believe that the special reading program would be continued in as strong a manner as possible.

WHAT Evaluation

The Mishawaka program has resulted in very impressive reading level gains for the participants. Pupils in the special reading program take the Gates-MacGinitie test (in grade 2) and the Stanford Diagnostic Test (in grades 3-6) in the fall and spring of each year. In the years 1970-71 and 1971-72, the gains in percentile rank in relation to national norms on both of these tests were greater than in any previous year of the project. Of the 606 children tested in 1971-72, 142 gained from 10-14 months; 68 gained more than 15 months; and 44 gained more than 20 months (normal gain = 9 months). None of the 53 grade-level groups (30 in public school, 23 in parochial school) failed to achieve the expected gain of five months.

In addition to this general evaluation, the school system completed a longitudinal study in 1971. All the students in seventh and eighth grade who had taken at least one semester of special reading at the elementary shcool level were included. While the results indicated that the percentage of regressions in each of the elementary grades was very small, the number rose at the middle school level with the largest percentage of regressions occurring in the seventh grade. This pattern appeared to reverse in the eighth grade, with a progressive pattern again established. The staff feel that the class organization at the junior high school and the omission of formal reading instruction at this level contribues substantially to these regressions. This trend may decrease when the three new junior high schools currently under construction are completed. A complete reading laboratory and an new junior high school reading curriculum with both developmental and special courses are planned for each of the new schools.

In the Annual Evaluation Report, Title I of ESEA (1970) published by the Indiana State Department of Public Instruction, the Mishawaka program was one of five programs considered "outstanding" and to "involve activities in which many school systems have expressed an interest".

WHAT (cont'd) Effectiveness

Although special reading programs dot the United States educational landscape like so many hamburger stands, successful ones, like a good hamburger, are very hard to find. Frequently these programs neither provide daily instruction nor continue for the period necessary to solve the child's problem. A one semester program that meets weekly or bi-weekly denies the reading-handicapped child a sustained crack at improvement. For such children, to move a step up and then have the ladder wrenched away is probably far worse than to never gain a toehold at all. Not only are special reading programs frequently ineffective; often they also make the participant a pariah and consequently encounter stiff parent-pupil resistance. In Mishawaka, a child attends reading classes daily for as long as necessary. Because of the attitude and atmosphere within the schools, special reading does not inspire the mortification or humiliation that mark the subject and activity elsewhere.

Increasingly we hear that despite the specific nature of the curriculum, staff commitment and systematic teaching contribute greatly to the success of many educational experiments. In Mishawaka where the program is system-wide and the staff is strongly committed to teaching children to read "by any means necessary," we see encouraging results. This project proceeds from the assumption that fairly traditional approaches to the diagnosis of reading difficulties can reveal learning problems. The project contends that these problems, if discovered in the early grades, will be responsive to an eclectic approach to reading instruction. Word attack skills are singled out for special emphasis in diagnosis and treatment. Varied, high interest materials, constant personal support, confidence building and individual attention are the principal components of the Mishawaka special reading program. An ongoing inservice training for all teachers and other administrative arrangements further strengthen the commitment to improve children's reading skills. Although, on close examination, problems are identifiable, such scrutiny also reveals high enthusiasm, active teacher and pupil involvement, and achievement results which are unusual for schools serving disadvantaged populations.

Having determined a high incidence of poor word attack skills in poor readers, the program utilizes a wide variety of strategies and techniques to teach these skills. The project staff has correctly sensed the need for continuing diagnostic and individualized work. The diagnostic tests used permit the identification of several aspects of pupil function, such as visual perception, blending, syllabication, sound discrimination, vocabulary and comprehension. After sensitizing teachers to the presence or absence of such problems, this information is translated into instructional strategies. These and other strategies in the program reveal that clear notions of the developmental tasks essential to reading mastery give direction both to the diagnostic and treatment impetus of this program.

Although the project enjoys a high degree of confidence and support from the parents, an active program of parental input and involvement would be a healthy addition. There seems to be a high level of readiness on the part of parents to go along with whatever the school does. In these days of pressure for community control, this readiness suggests that the project schools have won the confidence and respect of the parents whose children they serve.

Remedial Reading Project

Mishawaka, Indiana

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HARLEM PREP

(New York City, New York)

ERIC/IRCD Horace Mann Lincoln Institute
Teachers College, Columbia University
New York
1972

Designed to

provide an alternative college preparatory education for students who for various reasons, have dropped out of traditional secondary schools

provide opportunity of college attendance to able students who could otherwise not attend

Through

An educational atmosphere that reflects the contributions of a heterogeneous but unified administration, teaching faculty and student body

a sensitive, dynamic administration of headmaster, curriculum administrator, and college placement officer

committed, flexible, able teachers

highly motivated, articulate, able students

relevant, varied curriculum

Harlem Prep has achieved

The college placement of all students who have successfully completed the course of study (approximately 500 students in 189 colleges since 1967)

the retention in college of all but 17 of those placed (of this 17, 3 died, and the others left because of military or family obligations.)

The spate of programs designed to enable disadvantaged urban youth to attend post-secondary institutions and the concommitant efforts of colleges and universities to recruit them have brought many new students into higher education. Yet these endeavors have been aimed primarily at students who remained within traditional schools. Few programs have been directed at the student of college potential who "dropped out." The growth of the street academies and academies of transition, independent schools supported by contributions, is a response to the needs of this disadvantaged population. One of the most successful of these schools is Harlem Prep.

SUMMARY

Founded in 1967, Harlem Prep is an independent, non-sectarian school, located in the Central Harlem section of New York City. This area, home of the largest black community in the United States, is blighted by extreme poverty, substandard housing, high unemployment, a high crime rate, and rampant drug addiction. The school currently has an enrollment of more than 600 students who range in age from 16 to over 40. The student body is primarily black, male, and from the lower socioeconomic groups. However, the student population also includes whites, women, and a few higher socioeconomic backgrounds. The background of the faculty is as varied as the students . These heterogeneous groups who espouse different religious and political philosophies as well are molded into a cohesive society through the school's overriding principle of diversity in unity. Differences are tolerated and explored, and the determination to enable these students to further their education predominates. While a traditional college preparatory program is followed, courses are also given that reflect the student's interests and backgrounds. The particular courses are determined jointly by the students, faculty, and administration. Through the efforts of dedicated teachers and administration, Harlem Prep has created an educational milieu that enables students, whom other schools had labeled "deprived," "different," "disadvantaged," and "disaffected," to achieve and develop. At at time when the public questions the appropriateness of costly educational plants and technological systems, the success of this educational endeavor (located in a former supermarket) should give educators and educational planners pause. This exemplary program could be replicated elsewhere if administrators, teachers and able students create an atmosphere and expend an effort commensurate with that of Harlem Prep.

WHERE WHEN WHY

In 1967, Harlem Prep opened its doors (in New York City's 369th Armory) to 49 students. At the beginning, it recruited its student population from street academies and academies of transition. Today it draws on a much wider population for its student body and has moved to a former supermarket at 8th Avenue and 136th Street.

WHAT

The objects of Harlem Prep are defined in its charter:

> To establish, conduct, operate and maintain a non-sectarian private college preparatory school for boys and girls between the ages of 16 and 21 who have dropped out of school and who, in the opinion of the administration of the school, can be motivated to complete secondary education to provide such education for such boys and girls, and to develop liaison with a number of colleges eager and willing to accept such graduates.

The age of the candidates now ranges from 16 to over 40, and the charter, granted provisionally for 3 years in 1967 by the New York State Department of Education, has been extended.

WHO Students

Students are not recruited at Harlem Prep. The rapid and steady increase in its enrollment (now over 600) is due to the reputation of the school. Principals and guidance counselors at other schools frequently refer students. Students initiate contact with the school. The parent and/or student calls or visits. Then the student receives information on requirements and admissions procedures. Students must fill a formal application within the specified time. The students are notified by mail when to report for the Gates-MacGinitie Reading Test.

Those who pass the test are requested to return again for counseling. At that time, the student brings an autobiography which becomes part of a permanent record. He is counselled by the College Placement Counselor and completes a college placement form. During the session, the goals and objectives of both student and school are discussed. The prospective student talks with other faculty members, administrators, and students. If he and they feel that he could benefit from attendance at the Prep, he is admitted.

Most students have dropped out of other secondary schools. Some have attended parochial or other private schools. Others, like an LPN and a subway engineer, have come from semi-skilled and vocational occupations. Others had finished high school but were not prepared to enter college.

The more than 600 students who now contribute to the intellectual ferment at Harlem Prep represent many different national, cultural and religious backgrounds. The predominently black and male student population includes Afro-Americans from the north, south, and mid-west and Africans from east and west Africa, the Caribbean, Canada, and the West Indies. There are Catholics, Protestants, Jews, Black Jews, Muslim followers of Elijah Mohammed, Muslim followers of Malcolm X, Orthodox Muslims, Buddhists and adherents of the Baha'i and Yoruba religions. Every major philosophy of civil rights is represented -- militant, middle class conservative, nationalist, and integrationist.

Former dope addicts, jail inmates, deliquents, and unwed mothers are students. Some students live with one or both parents, or guardians who are unually relatives. Approximately 30 percent of the student body is married, but approximately 40 percent are parents (single and married). Of the twenty-five percent who are totally independent, ten percent are veterans. Some are employed by the school as part time clerks, secretaries, switchboard operators, janitors and cafeteria helpers. While the majority of students live in the five boroughs that comprise New York City, still others come from Nassau and Westchester counties, New Jersey, and Connecticut.

Yet despite this diversity, the students share several things in common: first they are primarily form the lower socio-economic strata of society; secondly, for most of them, Harlem Prep represents their last or only chance to continue their education.Most important, however, is their strong motivation and determination to achieve their goal -- attendance at college and eventually a professional career.

The lives which have brought them to this destination have taught them the elements of survival, but they are not bitter. Their motto " Mojo Logo", African words which translate to " unity" and " brotherhood, " dominates the atmosphere. They speak with pride of the diverse races, nationalities, religions and philosophies among them.

Many aspire to become lawyers and doctors, although other social service professions and the physical sciences are also cited. They plan to return to their communities and help others to escape from the desperate surroundings with which they are all too familiar.

WHO Teachers

The backgrounds and professional experience of the teaching staff is as varied as that of the students. The teachers come from all parts of the United States, Iran, Guatemala and Barbados, and have taught in many countries. They represent different races and religions -- Catholic, Protestant, Jewish, Muslim, Buddhist and Baha'i. In age, they range from their early twenties through their fifties. Their experience is vast, some having taught for as long as 20 years. Only one is not certifiable by the State of New York. Some have only bachelors degrees; others have doctorates; still others have two masters degrees. One teacher in African history has no degree but has authored several books and been a guest lecturer at local colleges. This fall, newly graduated teachers, members of Harlem Prep's 1967 graduating class, will return to teach at Harlem Prep.

There is no formal recruitment of teachers at Harlem Prep. Interest in students is the major criterion employed in the choice of faculty from among the applicants who submit approximately 700 applications or resumes per year. A teaching candidate is interviewed to determine his or her possible contribution to the school. Those that are seriously considered then teach for two weeks with salary. During this period, the students and other faculty become acquainted with the prospective teacher and his ability. The administration, faculty, and students decide jointly on the final appointment.

Teacher turnover is slight. Some started with the school in 1966.

Most full-time teachers who leave desire to continue their own education. Volunteers from the Port Authority and many corporations, indluding ATT and IBM, return year after year to tutor and help with clerical work.

HOW

The success of Harlem Prep in achieving the college placement of its students and in the provision of an atmosphere in which this can occur is the result of two factors: a curriculum that fulfills the requirements for college admission and is more relevant to these attendants' world; and, more important, a teaching/learning environment based on mutual respect and understanding among administrators, faculty, and students.

CURRICULUM

Although initially the curriculum was determined by the teachers and administration, today students assist in the planning and selection of the courses that they will follow. In view of the size of Harlem Prep, the curriculum is extensive and diversified. Only mathematics and English are required subjects. The mathematics courses range from general mathematics to calculus and analytical trigonometry. American history, the history and culture of China, and African history are offered in the social sciences. A new couse in philosophy has evoked tremendous enthusiasm and will be both continued and expanded. A course on Women in Literature is also given.

Science courses are offered in chemistry, physics and biology. Since much of the Prep's funding is from industry, opportunities for field trips abound.

HOW (cont'd) The Educational Milieu

The atmosphere that pervades Harlem Prep is largely responsible for its success. This results from the close effective relationships that exist between administrators, teachers, and pupils.

The headmaster, Edward F. Carpenter, has established this atmosphere and chooses faculty who will contribute to it. His capacity to share responsibility with capable individuals has promoted the attitude of mutual responsibility in goal achievement. His belief in human dignity and individual worth permitted reciprocal respect to flourish. Students and teachers believe that he is just and impartial, and the students trust him.

The curriculum administrator, Ann Carpenter, his wife, is responsible for the quality of the education within the educational setting. She has selected extremely able and committed faculty to execute the educational process.

The college placement officer, E. Solomon MacFarlane, understands the problems of these students and selects those who will be able to achieve the goal of college entrance. He also maintains close contact with approximately 200 colleges and universities, assists students to obtain financial aid, and keeps in touch with them after they go to college.

The hiring of teachers by joint decision eliminates the adjustment problems that confront new teachers in other situations. More important, Harlem Prep teachers are able teachers and extremely knowledgeable about their subjects. They are flexible and able to make decisions. They demand proficiency, and they teach the student to relate the subject matter to his life in a way that is relevant to him as an individual.

Yet teachers do encounter problems with students; sometimes there are conflicts in personality, and occasionally teachers are accused of unfairness. Teachers have the ability and strength to accept student challenges, open criticism and incisive questions, even when these are expressed in anger. They appear to view questions as involvement instead of disruptions. When there are conflicts, these are discussed with an arbitrator and resolved to the satisfaction of both.

The students possess the ability and motivation to go to college. At Harlem Prep they receive guidance and assistance to get there. All students who receive a diploma from Harlem Prep enter college, although all students who enter do not receive a diploma. The selection process is not fail-safe and some students, whom seem ready, prove otherwise. The percentage who leave is small but does exist. Some of the inherent factors in school-leaving among the poor are operative at Harlem Prep. Inability of parents to provide financial support causes parental pressure to leave school. Moreover, the large number of parents among the student body and the students' own age contribute further to parental pressure to leave school and earn a living. This is compounded by the dearth of part-time employment which would permit continuation of school and at the same time provide a means of support. Lack of babysitters is also instrumental.

Still other students are not committed or emotionally ready. These students sometimes return later to complete the requirements. Students are given leaves of absence when they are unable to continue in school. Emergency leaves are granted up to two weeks, with the consent of teachers and administration. The student is still responsible for his classwork. Longer leaves up to a year can be granted.

The students take an active part in the affairs of Harlem Prep. They have a student council and write their own constitution. A student serves on the board of trustees, and a student representative attends all faculty meetings. The council hears all student grievances and recommends action to be taken. Students and teachers plan course work together. Course evaluation by both students and teachers is an integral part of curriculum evaluation and modification.

One of the major overriding concerns is lack of funding for the school. An active student committee engages in various fund-raising activities, such as dances, parties, and tournaments. Well-known personalities, such as Sammy Davis, Jr., and Ossie Davis, have also participated in fund-raising activities. Students in the audio-visual department make video tapes for television advertisement and fund-raising. Students maintain a speakers' bureau and administer a student welfare account.

HOW Cost

Harlem Prep requires an annual expenditure of approximately $450,000 - $500,000 per year in order to operate. At present, the need to find additional funding absorbs much of the headmaster's time and energies and is an omnipresent source of concern. The Prep is currently supported by corporations including Standard Oil of New Jersey, IBM, Chase Manhattan Bank and Union Carbide, and by foundations including Ford and Carnegie. However it is unlikely that these grantors will fund the program indefinitely. Smaller grantors, affected by a tight economy, have been restricted. While there is an Upward Bound program, not all of the students are eligible for the program. Attempts to institute an annual tuition of $200.00 were unsuccessful and the practice has been discontinued. The absence of permanent funding for the program is its major problem and would undoubtedly hinder any similar program contemplated elsewhere.

WHAT Evaluation

The program has achieved its goal to achieve college placement for its students. Students who complete the requirements are accepted by one or more colleges and receive a diploma. In the Spring of 1972, 140 students graduated and are now in colleges and universities throughout the United States. Four hundred-ninty-six students have been placed in colleges and universities since the school's founding in 1967.

The school does not end its contact with the student when he enters college. The school contacts college counselors and assists the students to obtain financial aid. Students may return to Harlem Prep for psychological, emotional or academic assistance until they have made a satisfactory adjustment at college. The placement counselor maintains contact with the colleges to inquire about alumni progress. Only 17 who have gone on to college have left; of this total, 3 died, armed service obligations, economic pressure, and family responsibilities were other reasons.

EFFECTIVENESS

The project is basically an educational rehabilitation effort directed at providing an alternative route for youngsters who show some evidence of having potential for gaining college admission. If one can identify young adults who are appropriately motivated, these young people can be made acceptable for admission to higher education through the use of fairly traditional curriculum content, presented in a context which enhances its perceived relevance, and administered by a committed staff. Among its unique features is the school's assumption of responsibility for the development of its students until they are admitted to a post-secondary institution. Students simply do not graduate from Harlem Prep until they have gained admission to a college or equivalent.

There are few experiments in secondary education which are perceived to be more successful in serving minority group and disadvantaged late adolescent and young adult populations than is Harlem Prep. Student and teacher morale is high. All students who complete the program at Harlem Prep are admitted to college. Of the initial thirty-five graduates of the school, two have returned to the institution as teachers. Street academies modeled after Harlem Prep are being developed in a number of urban areas around the country.

There are some problems, however, which bear closer study. One could argue that it is no substantial achievement to secure college admission for those students identified as most likely to succeed. It may be that the critical determining variable is the motivation to attend college on the part of the students, rather than the program of the institution. However, for a population for which college attendance is the exception rather than the rule, simple desire to go to college does not seem to be a sufficient condition to insure college admission. Consequently, an agency which seeks to secure college admission for such a motivated population must be viewed as socially useful even if none of its operations are unique. Beyond the question of social utility, however, is the nature of the processes by which such an institution achieves 100% placement for its graduates. In the review of this program it becomes evident that the selection process assumes great importance. Although the process is more subjective than objective and has not been subjected to definitive analysis and evaluation, it does appear that the school has identified several criteria which may be applicable to other efforts at more relevant selective admission.

The criteria utilized in teacher selection have proven highly successful. The major elements of that process seem to be:

1. Flexibility in adapting teaching methods and subject matter. A teacher will teach algebra, trigonometry, geometry in the same class.
2. Teacher ability and strength of personality resulting in acceptance of strong student challenge, open criticism and incisive questions.
3. Teacher ability to react in such a way as to keep the lesson on topic, make subjects relate to the students, while letting students speak their minds.

It cannot be said that the curriculum categories of Harlem Prep are unique. However, within fairly traditional categories, it does appear that a wide variety of materials and problems are utilized as the vehicles through which content and process mastery are achieved. For example, students taking science courses make field trips to industrial laboratories where they are able to see the application of scientific principles and methodology. However, the absence of any high degree of systematization in curriculum development and the almost ad hoc nature of the process makes it difficult if not impossible to identify generalizable features. The contribution of the curriculum to the success of the students is probably a function of the almost fortuitous, yet positive, relationship between the special needs and interests of students and the interests and talents of teachers. Considerable effort seems to be directed at selecting staff members who can achieve congruence with Harlem Prep students and at ensuring that congruence is achieved and maintained in their work. Such relationships are an important part of the program at this institution, but, since it is more intuitively based and personalistic in its expression, it is difficult to export and apply this feature to other programs.

The school gives considerable emphasis to the fact that it operates in an atmosphere of warmth and openness which provides freedom for teachers and students to express the full extent of their intellectual capacity, while, at the same time, contributing to the enrichment of self-concept on the part of the students. This is a position that finds wide support in the current approaches to education, and although many people associate enhanced pupil achievement with such circumstances of learning, there is, as yet, little definitive evidence to support these assumptions. One still may question the adequacy and rigor of scholarship developed under such circumstances and the transferability of skills and competencies acquired in such settings to other types of learning environments which are not so organized. In addition, there are real problems with respect to the generalizability of such organization of learning experiences. An open, unstructured learning situation may be contributing to student progress at Harlem Prep primarily because the students who come and stay bring high levels of motivation and relatively high levels of ability. The suitability of such an environment for less able and less motivated students and for students more in need of direction and structure is questionable. Yet most observers and all participants report that Harlem Prep works; students seek out the institution; they learn what they need and want there; they get admitted to college; and the institution provides an educational opportunity not available to this population from other sources. We are forced to conclude that if one is looking for an alternative to the traditional hgih school for either a population such as that at Harlem Prep or a different population with similar abilities and needs, the model which is emerging here merits serious consideration.

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IRA GORDON FOLLOW THROUGH

(Richmond, Virginia)

ERIC-IRCD Horace Mann-Lincoln Institute
Teachers College, Columbia University
New York
1972

Designed to

- enable parents to contribute to the education of their children
- increase parent participation in the education of their children
- make home and community a part of the children's learning experience
- decrease the impediments to learning inherent in a disequalized child's environment
- permit the child to achieve greater cognitive skills
- increase the child's confidence in self and ability
- increase understanding and decrease tension within racially integrated schools

Through

- an instructional team composed of professionals and paraprofessional parent educators
- a classroom situation in which the parent educator works closely with the teachers and children in the teaching situation
- educational materials for home use which take into account school goals for the child and family expectations for the child's life styles and value systems
- a weekly, continuous, structured system of home visits in which the parent educator works closely with individual parents about their child's program
- an active, involved Parents Advisory Committee
- constant, continuous flow of information to/from school, community, home

The Richmond, Virginia Follow Through Program has created

- intensive inservice programs for both professionals and parent educators
- a system of highly committed parent educators
- increased interest and participation by parents in the education of their children
- increased contact and communication between school and home
- improved racial understanding and decreased racial friction
- positive changes (testing results) in home adjustment and Personality Total Adjustment Scale (related to Home-Adjustment) for Follow Through pupils
- positive verbal and quantitative gains in test scores for Follow Through pupils

That a child's home environment can drastically affect his ability to learn, his understanding of self, and his confidence in the world are no longer unproven hypotheses. Recent pedagogical and psychological research has illustrated too clearly and too poignantly the close relationship between family situation and educational achievement. As in many other instances, here again the disequalized child is the victim. In recent years, educators have come to realize that to change the environment and the learning patterns only within the school does not suffice. Follow Through Programs have evolved as a response to this recognition. As the title indicates, these programs seek to effect change in the total environment of the child and thus to reinforce the changes initiated within the school. Like pebbles thrown into a pond, such programs touch and alter the lives of increasingly wider circles of people--children, parents, community. Various models of Follow Through programs are in use in school systems throughout the United States. In Richmond, Virginia, the site of this exemplary program, the Ira Gordon model which emphasized parent involvement and education, is in use.

SUMMARY

The Richmond, Virginia Follow Through program is currently in its sixth year of operation in grades K-3 in twelve urban schools. Funded primarily by EOA Title II funds, the program serves a student population in which the majority of pupils are black and 50% are from families with incomes below the OEO poverty level. The program seeks to improve the learning ability of the child and the education and participation of the parent through a continuous program in which both home and school are integral parts of a single unit. The program provides educational, social and cultural experiences for the child and his family so that the entire environment becomes more conducive to learning. This is done through several methods: the institution of a new kind of paraprofessional, the parent educator, into the classroom; weekly

home visits in which the parent educator collaborates with the parent on an educational task program for the child; field trips for parents and children; the fostering and encouragement of an active Parent Advisory Committee involved in all phases of the program; an extensive, continuous in-service training program; and a multi-level educational component for parents. In addition, by the presence of both black and white parent educators in integrated classrooms and at home visits with both white and black parents, the program aspires to decrease the racial tensions present in many cities that have integrated their schools in the wake of the 1954 Brown decisions. This program is exemplary for several reasons: (1) the design model considers the total environment of the child a single unit that will determine either positively or negatively the child's development; (2) it has increased parent participation and effectiveness in the child's education, and (3) a concrete concept of teacher behavior exists and, through the close collaboration between home and school, is adapted to individual needs. Moreover, commitment to change by staff, children, and parents is necessitated by the program design. Finally and, perhaps most important, this Follow Through program affects the relationships and attitudes that the parents, children, and staff have with each other, educational institutions, the community and society.

WHERE

Like many other cities in the southern part of the United States, Richmond has a changing population pattern. Today its population is 75 percent black and the Richmond student body is 70 percent black. In the past few years, a series of court decisions have ordered increased busing and many of the white families have moved out of the city into the surrounding areas. However, a

1971 decision ordering the combination of districts to achieve further racial integration was recently overruled. Thus, this issue is still unresolved.

As a result of the federal legislation of the 1960's, including the Civil Rights Act of 1964 and the Voting Rights Act of 1965, black political participation has increased, but is still limited. The Richmond Follow Through program affects the East End and Oregon Hill areas of the city. Both communities are poor. Most of the blacks live in the East End section. Nearly twenty-nine percent (28.7%) of the 45,000 inhabitants have less than $2,000 in annual income, and 48 percent of the area had less than $3,000. Of the adult population (25 years and older), 61.7 percent have completed only eight years of school. Because of limited education and little industry, unemployment rates are high. Approximately 800 families (predominantly white) live in the Oregon Hill area. Oregon Hill's black families have a median income of $3658; its white families, of approximately $5156. In addition to the Follow Through program, other federal funded school programs including Headstart, Model Cities, and Title I, exist.

WHO

THE STUDENTS

Seven hundred and fifty-one students, the majority of them black, participate in the Follow Through Program. They are enrolled in grades K-3 in twelve Richmond schools (total enrollment: 7,348 pupils). The income levels are under $5,000 for 50% of the children's families. (Follow Through programs must include 50% from below poverty level.) Fifty percent of the children have previously been enrolled in Head Start programs. The remaining 50% come from the community at large. The criteria for selection is applied primarily to those within the poverty category: short attention span; low level in both verbal and non-verbal function; negative self-image; poor health; evidence of aptitude for learning; high absentee rate; family history; economic needs; and racial balance (80% white; 20% black). Although the disadvantaged students in the program started with limited backgrounds and test scores indicative of low achievement in reading, at the end of the year they had made gains that correlate with age and grade level. White students in the program appear to enjoy it and have made gains as well.

WHEN AND WHY

The Richmond Follow Through Program utilizes the Ira Gordon Parent Education model designed by the Florida Institute of Human Resources, College of Education, University of Florida. The planning staff consisted of Mrs. Virgie Binford, now the Follow Through Director, and representatives of the Virginia Education Association, Richmond Principals Association, Association of Directors and Principals, Elementary Teachers Association, and Secondary Teachers Association. Local civic and community organizations were also recruited to involve the community and professional staff in the program's inception.

In the fall of 1966 Richmond inaugurated this Follow Through program because in these schools the majority of kindergarten children, as a result of their disequalized background, were not prepared for the primary educational experience.

WHAT

As the model title indicates, the involvement, education, and participation of parents is primary. The Richmond program is one of twelve in the U.S.

that uses the Ira Gordon model. The model has the following objectives:

1. Training of mothers, two in each classroom in the combined role of parent educator and teacher auxiliary
2. Aiding the teacher in the use of paraprofessional personnel
3. Development of educational materials for home use that take into account school goals for the child and family expectations for the child's life styles and value system
4. Involvement of the Parent Advisory Committee in all phases of the program
5. Provision of a set of teacher behavior models to serve as guides in planning activities
6. Increased individualization of instruction to meet each child's needs

To these model objectives, the Richmond planners have added the following objectives:

7. Creation of an atmosphere within the classroom that is conducive to learning
8. Development of a team of professionals and paraprofessionals cognizant of the needs of young children and their parents
9. Establishment of a guide to creating a positive self-image in the children and parents through counseling, rewards reinforcement, and positive critical and continual advice, direction, and evaluation
10. Provision of medical, dental, social, and psychological services to all enrolled who cannot afford to pay for them
11. Development of a nutrition and health education program for parents, staff, and children
12. Coordination via the central administrative offices of the Follow Through program with other Richmond public schools
13. An informed public and encouragement of community participation
14. Utilization of volunteers and students in all phases of the program to provide research materials through the school system
15. Conduct of research and feedback results to parents, staff and community
16. Conduct of monthly training programs for Follow Through staff
17. Achievement of readiness and communications skills

HOW

The Follow Through program achieves these objectives through a varied program in which heavy emphasis is given to the active participation of parents in all parts of the learning experience. Before a child enters the program his parents agree to contribute 20% of their time to some aspect of the program, e.g. washing soiled art smocks, providing transportation for field trips, planning and supervising a physical education activity, etc. Parents are also required to allow home visits by the parent educator whose function is to help them learn an individual task to teach their child. Finally, all are urged to join the Parent Advisory Committee to promote the program.

A teacher and two parent educators work in each classroom of 25 pupils. The classrooms are colorful and contain many exciting learning materials. The daily schedule is flexible and can be changed if circumstances and children's needs warrant. In some instances, teachers use the open classroom, while others employ a more traditional organizational structure.

THE LEARNING TASK

An important part of each child's curriculum is the individual task that is planned for each child. All the people involved in the child's learning experience--teacher, parent educator, and parent--participate in the determination, execution and achievement of the learning task. In terms of quantity, the number of tasks already developed and accessable to the educators fills several huge notebooks. In addition, new tasks are being developed and distributed monthly due to the efforts of parents, teachers, parent educators, curriculum specialists and the center at the University of Florida. As a result of the volume of tasks on hand and the rapid growth of new tasks, all tasks are coded by numbers.

Each child in the classroom receives an individualized task based on his or her level of achievement or performance. These tasks are first sent to the central Follow Through office for approval by the director and curriculum specialist. If they are approved, the teachers receive a coded series of sequenced tasks which are placed in the child's folder. The tasks are available for other teachers to use, although the teacher is encouraged to develop new tasks weekly.

The Institute at the University of Florida has stated the following as being characteristic of a good task:

When:

1. The learner does a lot of talking
2. The learner has fun doing it; there's a lot of interest and action
3. The directions are clear enough that it can be taught
4. You and the learner understand why you are doing it
5. It encourages the teacher to use a lot of ways to teach, and the learner to try different ways to do it
6. If possible home materials are used
7. The learner knows he has learned something, he can see it right away and feel good about it
8. The learner is encouraged to think up new activities or things to do which grow out of the task

The parent educators gather data on the children's skills areas in order to develop the task. In her weekly visit with the parents, the parent educator gives the parent a personal plan directly related to the child's activity and progression in school. The parent is taught how to introduce the task, explain its relevance, and help the child to understand it. Then he or she practices the presentation with the parent educator who acts as child. The following week the parent educator returns to determine if the task was presented (An informal check is made in class to determine whether this is done); the amount of time spent (15 minutes per day is the minimum); and the level of success achieved. The parents are asked to conceive tasks for their children and to send them to school for the teacher to develop.

The underlying theme of the home visit is to discuss, recognize and establish a method of resolving problems in the home and to help the parent become aware of self in relation to children, community, and school. The children are pleased with their parents' awareness of the school activities and with parental assistance at home.

TEACHER BEHAVIORS

Curricula vary somewhat among the Follow Through schools depending on each school's philosophy for academics. In addition to the learning tasks, the other theme which is stressed in all the Follow Through classrooms is that of teacher behaviors. These have been selected as important foci in teaching style, and, most desirably, should be incorporated into all teaching-learning situations. These teaching behaviors are not confined to the Mother-Child interactions, but are also appropriate for Teacher-Child, Parent Educator-Child, Parent Educator-Mother and Teacher-Parent Educator Interactions:

1. Elicit questions from the learner.
2. Elicit more than one-word answers from the learner; encourage the learner to enlarge upon response and use complete sentences.
3. Ask questions that have more than one correct answer.
4. Praise the learner when he does well or even takes small steps in the right direction. Let the learner know when he is wrong, but do so in a positive or neutral manner.
5. Get the learner to evaluate or make judgments or choices on the basis of evidence and/or criteria, rather than by random guessing, chance, luck, authority, etc.
6. Give the learner time to think about the problem; don't be too quick to help.

7. Give the child some time to familiarize himself with the task materials. Before proceeding into a structured learning situation, give the learner an introduction or overview.

WHO
THE STAFF

The project is built on the concept of TEAM (Together Each Achieves More). Although the present director of the program contributes immeasurably to the program's success, the structure of the model is so completely developed that a less successful supervisor could execute it with positive, albeit not so dramatic, results. The project director serves as a liaison between the home, school, and the University of Florida Institute. Promoting public relations in an official capacity is a major function. She also coordinates and supervises various components of the program, such as in-service meetings and workshops, weekly evaluation of the components of the program, conferences with members of supportive services, etc.

The staff includes the director, classroom teachers, parent educators, institute consultants (part-time), volunteers, psychologist, career development specialist, home-school coordinator, parent educator coordinator, instruction curriculum specialist, school social worker, and a guidance counselor.

The teachers in the program were chosen from the Richmond school system. Each teacher acts as a supervisor and trainer to the parent educators within her class. While general materials are prescribed by the central administration, each teacher may request additional materials. Each month the teacher accompanies the parent educator to the students' homes.

The parent educator, the central part of the program, works in the classroom with the teacher and pupils and at home with the parents.

Although no formal schooling is necessary, the model requires knowledge equivalent to an eighth grade education. The parent educator is responsible for 1-15 one hour visits per week and classroom teacher assistance on three days of the week. She receives weekly training. Parents with children in the program receive priority for these positions, and the other participants come from the community. The PAC committee screens applicants for this position before they are approved by the school personnel office. All meet the federal income requirements. Initially there were two male parent educators; however, one is now director of a program he started with skills gained in the Follow Through program.

The consultant from the University of Florida plans with the director and attends the monthly meeting for instructional staff.

A speech therapist and psychologist work with children on a regular basis at the request of the teacher. Parents must give written request to the administration for this service. A free medical diagnostic service is available for those children under the poverty line and at a nominal cost to others. Two counselors support the program and work closely with the social worker.

The curriculum supervisor is responsible for all phases of curriculum support to the classroom teacher and for supplying continued material for staff development.

Because the education of parents is a vital part of the program, the career development specialist exercises an important role. A program of health education and career development is provided on a regular basis with advisory and placement services available to the parents. The career development specialist is responsible for the parent educators' staff development and for the individual development of the parents with children in Follow Through. This includes job placement, education, appearance, and health. Mrs. Johnson, the career development specialist, conducts the weekly parent educator inservice training sessions and coordinates the activities of student-teachers, volunteers, and tutors. Currently 30 parents and parent educators are in college; they receive special tutoring in the courses they take. She maintains a list of available positions, counsels parents, and assists with high school equivalency. She is also the liaison to Virginia Union and Virginia Commonwealth Universities.

The parent educator coordinator coordinates and directs their activities. A former teacher in the program, she serves as a liaison between parents and program.

Volunteers, who include parents, college students and retired teachers, participate daily in the program.

INSERVICE TRAINING

Parent educators meet weekly on Friday afternoons to discuss programs and receive further training. In addition, the instructional staff meets monthly for an entire morning. At these group meetings, specialists, such as mental health consultants (who discuss community health and classroom dynamics) or nutrition experts (who speak on methods of teaching health habits) address the group. These meetings are held in a different Follow Through school each month. In the afternoon, the teachers, accompanied by the parent educators, visit the homes of their participating students.

The staff also is encouraged to study other innovative programs to learn of new techniques. A modified T group and an Encounter Group to deal with internal staff problems is also held on a regular basis.

WHO
PARENTS

Parents participate in this program at every level. They teach at home and in the schools. Most parents are very enthusiastic about the program. If the white parents do not accept the parent educator in their home, their child must withdraw from the program. The parent educator home placement is based on classroom assignment, and no attempt is made to match parent educators with parents according to race.

If the mother's educational level and willingness to implement the task obviate the necessity of the parent educator's home visit, the task is sent home without assistance. Parents frequently participate in the various educational and cultural trips provided by the program. All children in one family are not necessarily involved in the program, although many families do have more than one child in the program. Unfortunately, fathers are not very involved in the program.

THE COMMUNITY

Through the Parent Advisory Committee (PAC) and the extensive liaison with universities, the community is very involved in this Follow Through program. The committee is open to everyone in the community, although parents predominate. One of the program objectives is continual and extensive information and feedback to the community, and it seems to have had an impact. The committee is involved in curriculum, evaluation, budget, and community action. At monthly meetings, the staff presents a proposed educational program prior to its being placed in the Follow Through curriculum. The PAC also interviews and must approve all personnel prior to their engagement by the program. It also plans educational and social events for the parents.

HOW
COST

The program has an annual budget of $710,980.99 to cover a twelve-month program for all children. Of this total, $457,673.29 are EOA funds; $114,329.11 are from ESEA Title I; and $119,461.60 from Richmond funds. The total cost per child in the Follow Through program exceeds the Richmond public school's per pupil allotment of $700.00 by $650.00.

EVALUATION

Various kinds of tests designed to measure both cognitive learning and attitudinal change have been administered. Final results were not yet available as of January 1973. Previous results have been summarized:

> In summary, for the affective area the analysis of self concept changes was inconclusive. Positive changes, however, were rated for one particular index--Home-Adjustment--of child behavior. In the cognitive domain, results were good. Follow Through children made positive verbal and quantitative gains as a result of the Follow Through Program, placing them at par with other " regular" (or control) pupils in the Richmond Public Schools.

EFFECTIVENESS

The school's involvement in the total development of the child and the particular emphasis on strengthening the parents' roles as facilitators of child development are the premises that underlie the project. In an in-school program which duplicates modern concepts of early childhood education, it emphasizes cognitive development, through attention to communication skills and other academic readiness skills; affective development, through an emphasis on self-concept and social coping; and physical development, through health and nutritional services. It is the project's efforts at strengthening and enhancing the parental role that make it unique. In the pursuit of this objective, work with parents appears to receive as much attention as does work with children. In addition to the usual forms of parent education with respect to child care, attention is given to parental self-concept and parental motivation. In the instructional work with parents, special emphasis is given to assisting parents in the mastery of those behaviors which actively support what the children do and learn in school.

The basic elements of this program were developed elsewhere by Ira Gordon and his associates, and the essential question with respect to the appropriateness of those elements has been fairly well-established through Gordon's research. Since the Richmond project represents one of the best applications of the model, it is exemplary of one of the major approaches to upgrading educational development through early intervention. Because of its heavy dependence on the level of parental cooperation, the appropriateness of this project may be influenced by the nature of the population involved. There may be a question with respect to the utility of this model in work with most disequalized families, sometimes referred to as the hard-to-reach. Confronted with parents who show a relatively low level of motivation for active involvement in the development of their children, the project staff faces the exceedingly heavy responsibility for not only achieving their involvement but for maintaining it on a level appropriate to this project which is so heavily dependent upon parent participation. On the other hand, the project's concern for parent action, community organization, and active flow of home-school curriculum, as well as active involvement in the development of parents as people, probably comes as close to any program currently available for meeting the needs implicit in this kind of problem.

It should not go unnoted that this project is being implemented in a southern city with an ethnically mixed population. Although we are working with an age group which some consider easiest to work with in regard to ethnic mix, the fact that the project places such heavy emphasis on adult participation contributes an additional complicating dimension. The extent of "white flight" in certain residential areas is a source of some concern. (One school, to which black children are bussed, is currently operating at one-third capacity, and the project is 75% black). However, the number of white parents who form the minority that works effectively with the parent educators, most of whom are black, is impressive. Even though it is not the purpose of the project to achieve integration, this utilization of high level parental interest, developed in the pursuit of solutions to common problems in child rearing, is commendable.

Ira Gordon Follow Through

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WORK-STUDY PROGRAM:

PROJECT STAY

(St. Louis, Missouri)

ERIC-IRCD Horace Mann-Lincoln Institute
Teachers College, Columbia University
New York
1972

Designed to

decrease the number of dropouts

increase the desire for further education

increase the desire to stay in school

improve the student's knowledge of the working world and career opportunities,

Through

sympathetic, committed advisor-coordinators

paid employment in several areas

a special academic curriculum, related both to the work (business English, technical texts) and to the interests of the students.

The Work-Study Program at Soldan High School, St. Louis, Missouri has resulted in

retention of students in the work-study program

better attendance than the school average

increase in the number going on to educational programs

auditors' and researchers' observations and interviews.

SUMMARY

Absence of a high-school diploma haunts an adult all his life. Lower earning, frequently lower status, and a weakened society are only a few of the tragic consequences. Although these facts are no longer esoteric, many teenagers drop out anyway. Boredom and the apparent absence of relevance within the musty brick walls that define urban high schools lead their inmates to go elsewhere for adventure. This is an ironic state of affairs: for the high school degree would aid the inner city teenagers to escape from the morass in which they live. In St. Louis, relevant curriculum, the opportunity to work, and sympathetic teaching advisor-coordinators are convincing inner city teenagers to give education a second chance.

The work-study program at Soldan High School is part of St. Louis' Project Stay,* an ESEA-Title VIII-funded Dropout Prevention Program. The project, initiated in the 1967-70 school year for a five year period, has just completed its third year of operation. The three schools involved in the project are in an urban area, which in the past was characterized by a higher than average school dropout rate. The work-study program--like the entire project--is designed to identify students who are potential dropouts, determine their individual needs, and develop programs to meet them. Absenteeism, over-age, and failing grades are barometers that the program uses. The students are all juniors and seniors who will have completed their state requirements for graduation by the end of the fourth year.

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*The five other components of the project are: increased guidance services; personal and social development classes for students with learning or adjustment problems; continued education for pregnant girls; instructional and curriculum revision; and an after-school activity program. Three students from Enright Middle School enrolled in a Work Study program work in the adjacent Clark Elementary School and some 52 high school students from Soldan work at Enright and Clark as school aides (library assistants, lunch room and recess supervisors and tutors).

Academic ability is not a criteria for admission to the program--a situation which makes its accomplishments more impressive. Once identified, the potential dropouts are invited to participate in the program. They study from a revised curriculum for half the day and work at various jobs with pay the other half. In both partsof the program, they are counseled and taught by advisor-coordinators who are interested and inform ed concerning the student and the particular occupation. The program is exemplary for several reasons. First, and most important, it has inspired potential dropouts to become involved in school and even to plan and pursue further education. The ability to single out the students who are in need of such assistance is also exemplary. The caliber of the job opportunities, the remuneration that the students received, the revised more relevant curriculum, and the advisor-coordinators are the other extraordinary characteristics that contribute to the program's effectiveness. The advisor-coordinators are critical to the program's success because of the assistance that they provide to the students and the liaison that they provide between school and work situations. The program could be replicated in other communities. It could prove highly successful where inner city pupils are alienated by and un responsive to the more traditional schedule, curriculum, and teaching/guidance structures.

WHERE

All of the students who participate in the work-study program attend Soldan High School, located in the central-west or west-end section of St. Louis. Like many other metropolises, St. Louis (population 622,000) has a deteriorating central city and burgeoning suburbs. Although the city population is approximately 40.9 percent black, 65 percent of the student population (110, 425)* is black.

While the city's overall unemployment rate was 6.5 percent,** the rate of unemployment in poverty areas of the city--the scene of the work-study program and other Project Stay components--ranges from 9.8 percent to approximately 15 percent. As of May 1971, 23,725 residents were receiving welfare; an additional 19, 135 families having 53, 998 children were receiving AFDC payments.

St. Louis is divided into five school districts. The schools are organized on a K-8 and 9-12 arrangement, although there are three middle schools with grades 7-8. While the city's population had decreased during the 1960's, the number of students increased until 1969, when the pupil enrollment began to decline.

WHEN

In the late 1960's, the St. Louis Department of Education characterized the dropout rate in the inner city schools as " reaching alarmingly high percentages." The dropout rate at Soldan, the scene of the work-study program was, in 1967-68, 19.9 percent, one of the highest among all of the St. Louis ESEA - Title I schools for that year. To combat the problem, St. Louis determined to found a project to stop or, hopefully, reverse the trend. USOE awarded the St. Louis public schools a $20, 000 planning grant in February 1969. With the grant, the school system retained the management consulting firm of Booz, Allen and Hamilton to study the problem in order to plan the program's emphasis and structure. In this study, the consultants interviewed three groups: dropouts from Soldan in

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* 1970-71
** 1970

1967-68; students presently enrolled at Soldan, including both non-high risk and potential dropouts; and Soldan teachers. When they compared home conditions of non-high risk students and potential dropouts (although currently in school) the following facts were revealed:

1. There are no significant differences between dropout and student homes in terms of the percent of homes with older siblings or in terms of the number of older siblings in the home.
2. Dropout homes were found to contain more younger siblings than were student homes. 37.94 percent of dropout homes contained four or more younger siblings, while only 18.75 percent of the student homes contained a like number of younger siblings.
3. Three-quarters of student homes contained both parents, while only about one-half of the dropout homes contained both parents.
4. Among dropout homes, 51.73 percent contained a total of seven or more family members, while only 31.25 percent of student homes contained a similar total of family members.
5. In the father-present homes of dropouts and students, the father is employed 55.17 percent of the former and 75 percent of the latter. Mother employment is about equal in both dropout and student homes as is also employment of both parents.

Most important, however, for the work-study program, were the study findings concerning possible deterents to dropping out. From a list of 13 factors, all three groups selected those which they considered most significant in preventing dropping out. All three included a job training program leading to employment. In addition, the dropouts identified the following factors (consecutive order of importance):

More understanding and sympathetic teachers

Work-study program with weekly salary

More individual help from teachers

Additional counseling

Students selected the following factors (consecutive order):

Work-study program with weekly salary (rated equal to job training program)

More individual help from teachers

Individual counseling.

Teachers considered the following factors equal in importance to that of the job training program:

More understanding and sympathetic teachers

Smaller class size

Smaller school enrollment.

Following the study, the program was developed. Its current form reflects the opinions and feelings of the survey participants. Subsequent to the planning grant, USOE awarded St. Louis $267,535 for work-study program in 1969-70; $288,527 for the program in 1970-71; and $289,376 for the work-study program 1971-72.

WHO
THE STUDENTS

The 327 Soldan juniors and seniors (an average of 357 each semester) who are participating in the 1971-72 work-study program are black. While the school district is integrated, the Soldan student body is 99.8 percent black. Many of the whites in the district do not have school age children or send their children to other schools.

At the time of the Brown decision (1954), Soldan was a white high school. With the coming of integration, the neighborhood began to change and the racial balance as well. During the late 1960's, Soldan had one of the highest dropout rates in inner city schools. This rate and Soldan's location in the very active Enright District Parent Congress are the reasons for Soldan's selection as the program site.

Teachers recommend students for the program if they consider them potential dropouts. The criteria that they use are absenteeism, over-age, and failing grades. The teacher notifies the student's advisor who then contacts the student before the end of the school year. The student is invited to join the program that will commence in the following fall. During the summer, the advisor, a counselor and a social worker visit the student's home and talk with him or her on the telephone. This constant communication helps to sustain interest and commitment to the program and involves the parents as well. Since many of the students are minors (although old for their high school classes), parental permission is frequently required for program participation. The program director and advisor-coordinators try to ascertain the student's interests and to help the student decide the particular work-study career project that he or she wants to try.

WHAT

The objectives for the entire project are as applicable to the work-study program as they are to the other components of the project. Project Stay objectives are stated in the proposal as follows:

Objective 1. Percentage of dropouts

Goal and Baseline Data: The rate of dropouts will be reduced from 1969-70 rate of 11.51% (SHS) and the 1968-69 rate of 1.6% (E)*.

Objective 2. Students will hold positive attitudes toward school.

Criterion 1. A 3 point attitude scale developed by counseling staff (This instrument replaced the Demos Dropout Scale which was found not to be reliable).

Goal and Baseline Data: Sixty percent of the students will hold positive attitudes. No baseline data since instrument of assessment has been changed.

Criterion 2. Absenteeism as determined by Average Daily Attendance (ADA)

Goal and Baseline Data: Absenteeism (as determined by ADA) will be decreased 10% from 1969-70 rate of 13.5% (SHS) and 8.9% (E).

Criterion 3. Absenteeism as determined by percentile rank.

Goal and Baseline Data: The rank of students absent 20 days or more will be reduced 10% from 1969-70 PR (22.35).

Criterion 4. Perception of Advisors

Goal and Baseline Data: Advisors will perceive 80% of the students as having positive attitudes toward school. (The 1969-70 percentage was 77.24 (S) and 82.1 (E).

Criterion 5. Suspensions.

Goal and Baseline Data: The rate of students suspended will be reduced 10% from the 1969-70 rate of 1.06% (S) and 0.6% (E).

Objective 3. Factors and causes generally recognized as contributing to students dropping out will be used to identify a set of potential dropouts.

Criterion 1a. Advisor judgment (1969-70).

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*S = Soldan High School; E=Enright

Goal and Baseline Data: Potential dropouts from the previous year (S)

Criterion 1b. Advisor judgment (1970-71)

Goal and Baseline Data: At least 10% of the student bodies will be identified as potential dropouts.

Criterion 2. Statistical Indices.

Goal and Baseline Data: All students satisfying the conditions of over-age, absenteeism, and failures during the 1969-70 school year will be considered PDO's for 1970-71. (Since any one of these three predictors, over-age, absenteeism, and failure would account for at least 50% of the student body, it was decided to use three in conjunction. Thus, to be a potential dropout by statistical criteria, a student would have to meet all three indices).

Criterion 3. Demos Dropout Scale.

Goal and Baseline Data: All students satisfying this condition will be considered PDO's for 1970-71.

Objective 4. Factors and causes contributing more specifically to Soldan and Enright students dropping out of school will be identified.

Criterion. Students and dropouts will indicate the factors and causes they feel are responsible for students dropping out of school.

HOW

Aided by the advisor-coordinators, the work-study program successfully melds two components: a work experience in which students are employed in several business and institutional organizations in the greater St. Louis area; and a study program in which students follow a particular curriculum suited to their particular interest and work. Half the days are spent at Soldan in class; the other half, on the job. However, students who work at McGraw-Hill plant have their morning classes there.

WORK

All of the teenagers--both dropouts and students--who participated in the initial survey stressed the importance of a work or job training program with pay as one of the main deterrents to dropping out of school. The employment gives a student some independent income and the pride of earning--important to any teenager, but particularly to those of this socio-economic background. The on-the-job background experience also seems to make education more relevant. From the educator's point of view, the opportunity for a teenager who is not enamoured of education to see what kind of positions are available to him at his current level is more convincing than any advice. The student can see-for himself- that further education will enable him to find a more interesting, better paying kind of job. The students work at their jobs at businesses and firms for approximately three hours a day.

The cooperating institution provides initial job training. Project Stay pays for the cooperating firm's training of the new employee, in exchange for the firm's agreement to hire the student on a part-time basis if they prove to be acceptable employees. There are three types of Work Study programs; one in which a stipend is given, one in which pupils are paid hourly rates by Project Stay for 15 weeks and then paid by the employer; and one in which pupils are paid by the employer. All of the work areas in the House Trades program provide the pupils with summer work, and employment after graduation. When public transportation is not convenient or available, students are taken to their jobs on buses that the project purchased. The employers and the number of students involved in the current year are as follows:

Program	Number of Students	Type of Training
McGraw-Hill Publishing Co.	20	Clerical, mailing, company distribution systems
Department Store (10 cooperating stores)	20	Retailing, merchandising, inventory, display
Sinclair Oil Service Station (2 cooperating stations)	20	Service Station operation
Hospital Aides (10 cooperating hospitals) (2 teacher coordinators)	65	Nursing, dietetic, clerical (students functioning as orderlies, preparing patients for operations, preparing operation rooms, processing ingoing and outgoing patients in the emergency room and on the wards, assisting in physical therapy.)
Horticultural Training (Missouri Botanical Gardens)	20	Gardening, landscaping
House Trades (2 teacher coordinators)	59	Students are apprenticed to carpenters, plumbers, painters, etc. through 20 different building contractors
Professional Aides	14	Work related to specific professions: doctor, dentist. (In the Washington University medical laboratory students do run lab tests.)
Student Assistants in Schools	62	Tutors, recess and lunch room supervisors, aides to teachers.
Library Aides	20	Assist in libraries
Child Care Aides	25	Work with pre-school children

The students seem to genuinely enjoy the work that they perform on the job, and the organizations, to their credit, do not seem to delegate only menial tasks to the students. At McGraw-Hill the students do typing, filing checking company credits and mailing reports to other firms. Students at the Target Department Store put up displays and learned how to run a computer-based inventory. Phillips Hospital students processed emergency ward and post-operative patients, worked in physical therapy, observed post-operative patients, prepared operating rooms and were, on occasion, allowed to witness hospital operations. Many students seemed to enjoy these tasks and told the investigators that they hoped to follow a medical career of some sort.

HOW (cont'd.)
STUDY

The study part of the project is equally important. A new curriculum in which work-study participants take mini-courses in academic subjects has been devised. This is possible because all of the participants are juniors and seniors who have completed the state distribution requirements. Students feel that these courses,unlike traditional ones, bear on the work and thus, on the future. They know that there is a purpose in learning how to write business letters; in comprehending a technical manual; in understanding certain accounting procedures. In addition, the students have the opportunity--to realize for themselves--the advantages that come with more education. After their work experience, many of the students not only finish high school but then go on to college or further training.

None of this would work, however, without the highly effective individual and group counseling that is a daily part of the work-study program. At daily 30 minute advisory sessions, work-study program advisor-coordinators work with the students on various job-related subjects: good grooming, proper attitudes toward work (such as dependability, loyalty, correct language usage), problems arising on the job, and job related technology. For example, hospital aides spend time learning medical technology and basic first aid techniques; the sales and service students learn about merchandising and the many careers in retailing.

The close relationship between the advisor and the students in the program is long standing, continuing and radiates good will and trust on both ends. Undoubtedly, the success of both the work and study components are in large measure due to the sympathetic, interested guidance and counseling provided by the advisor-coordinators.

WHO (Cont'd.)
PERSONNEL

The work-study program has one overall coordinator whose functions are largely administrative.

THE ADVISOR COORDINATORS

Critical to the success of the program is the role of the advisor-coordinators. The majority of the advisor-coordinators are certified teachers with some experience and professional connections in their respective fields. Except for two, all the advisor-coordinators in the 1971-72 school year are black.

The pre-program survey had indicated that students and dropouts felt supportive, sympathetic teachers would deter students from dropping out. The advisor-coordinators were chosen in large part for their ability to work well with potential dropouts. The researchers found that they were delighted to work with the students, were patient and understanding, and took great pride in their pupils' accomplishments.

Most of the work-study projects have one advisor-coordinator. However, because of the large number of students in the hospital and building trades projects, each of these programs has two advisor-coordinators. In addition, two nurses work with the hospital aides program, and a mechnaic works with the filling station trainees.

Advisor-coordinators teach a work-related course at the high school and advise students in school and on the job. They also consult weekly with firm supervisors to find out if students are successful in their work and/or if they have any difficulties. Acting as job developers, they contact companies in their fields and persuade them to hire work-study students. Advisors also help students to find summer and post-graduate employment.

WHO (Cont'd.)
PARENTS

Soldan was chosen, in part, because of its location in the active, informed, involved Enright District Parent Congress. The parents are involved in the program through the summer visits and through several short films on the work-study program commissioned by Project Stay. The films are used to recruit students for the program and to inform parents. The films are frequently shown in student or prospective student homes. The parents of students are extremely enthusiastic about the program and believe that it will radically alter the pattern of their children's future.

COMMUNITY

The community's support of the program is evident in the cooperation of local industry and institutions to hire program participants. The employers are very helpful and understanding and realize that these young employees are also students. When there is a class or school occasion, the employers usually excuse the students from their work so they can attend.

HOW (Cont'd.)
COST

The budget for the Work Study Program for 1971-72 came to $289,376.00.*

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*The grant for the first year of Project Stay was $750,000, $8[illegible],000 for the second year, $960,000 for the third and $760,000 for the fourth year (1972-73). These figures represent allocations made for the entire project.

This figure includes student salaries, advisor-coordinator salaries (including Work Study Program Coordinator at 1/2 time), and transportation costs.

Student salaries are of two kinds: The work study students who work for St. Louis buisnesses are paid $1.60 per hour and work 3 or 4 hours each day. Those students working as tutors, clerks, library assistants in the schools are paid $3.00 per three hour period. Student salaries totaled approximately $100,000 in 1970-71 when there were 320 participating in the program. This year salaries are budgeted at $101,150 with 326 students participating. (No change in student rate of pay, of the $101,150.) $50,000 is contributed each year by the St. Louis Board of Education to cover salaries of the work study students working as tutors, clerks and library assistants in the three schools, Soldan, Enright Middle and Clark Elementary. (Federal contribution to student salaries was $51,150.)

Cost for transportation came to $45,686 and included costs of busing students to work sites (5 buses are used for this purpose) and for other students paying bus fares on public transportation for Soldan High School and back. Approximately 150 work study students are transported by Project Stay buses and approximately 75 use public transportation. The buses are also used for Work Study High School (100 students), Continued Education, After School Activities, and field trips for instruction and guidance.

The advisor-coordinator salaries are the same as those of regular teachers. The advisor-coordinator salaries are budgeted at approximately $109,500 for 1971-72.

In February 1972, an interim evaluation was made of the work study program and in June 1972, the year-long report was made available. Certain criteria were used: retention of students in work study programs, absenteeism (from job or school), percentage of work study students entering jobs (including armed services) upon graduation; percentage of work study graduates entering job-related occupations, and percentage of work study graduates engaged in post-high school educational programs at the time of this survey.

EVALUATION

The following results were obtained in the 1971-72 evaluation:

Retention of students in work study program: the goal of 70% was expected. It was met in all but one of the work study programs, while the combined results showed a 90.1% success factor.

Rate of absenteeism from job. Measured against last year's second quarter, the absenteeism was down 0.6% (9.7 vs. 1970-71, 10.3) However, this did not meet the project goal which was a 10% decrease.

Absenteeism from school. The school attendance of work study students is approximately 2.3 percentage points better than the school-wide average. (12.2% absenteeism rate for work study students versus 14.5% school-wide). The goal of an absences rate 10% less than the previous year (12.11% was not met.

The interim survey reported the following:

Percentage of students entering jobs. Only 29.3% entered into occupations; project goal of 70% was not met. (See figure below on percentage in post-high school educational program.

Percentage of work study program students in program-related jobs. 41.5% are in program-related jobs. The goal of 50% has not yet been met.

Percentage of work study graduates in post-high school educational program. At the time of survey, 52.0% of the 1971 graduates were enrolled in post-high school educational programs. The project goal of 10% was more than adequately met.

This program should also be evaluated through on-site observation and interviews. The exemplary study researchers and the St. Louis project auditor, who is not affiliated with the school system, made independent site visits. Their impressions in all of the programs observed were that the students are interestedin their jobs and determined to continue their education. They told the researchers that they appreciated the opportunity to learn a skill and earn at the same time. The assistant director of Project Stay told the researchers that many students have revised and expanded their career plans as a result of their work experience. His statement is supported by the interim findings discussed earlier in this section.

Although not statistical or quantifiable, the independent auditor's findings are, in the opinions of the researchers, very valid conclusions:

> I have seen positive results of Project Stay the work-study program which can never be measured in the conventional sense, nor valued in the cost accounting manner. There is no doubt that some young people's lives have been made infinitely more useful to them and to humanity. What can one say that it is worth? It is probably worth whatever it costs.

EFFECTIVENESS

There are several reasons why young people drop out of school. Among these are perceptions on the part of the student that he cannot handle the academic burden of high school, that he needs money and can best acquire it by leaving school, and that school is irrelevant to his present and future concerns. This project speaks to each of these assumptions. Through a division of the school day into morning study and afternoon work in jobs developed by the project, youngsters are given the opportunity to earn income without withdrawal from school. Through a series of job related "mini courses," the project exposes youngsters to academic work which not only has immediate relevance for their remunerative jobs, but, in addition, contributes to the completion of the high school diploma. Since this work has specific emphasis and is perceived as more relevant, it is more easily handled and the student acquires a more positive attitude towards high school work. However, since several factors contribute to the attitudinal components associated with dropping out of school, the program emphasizes personal counseling and guidance designed to assist the student in developing more positive and realistic attitudes. Like many of the projects studied, a critical factor in this project seems to be the commitment of the advisor-coordinators who show positive regard, warmth, and support, in addition to their services to the students.

The conceptual basis of the project is very much on target with respect to much of the thinking related to increasing the school's holding power. However, operational problems would potentially complicate optimal implementation of such a program. The academic component of this project is built on the base of an existing school program; to achieve maximum flexibility and effectiveness, this base would have to be enriched. A further problem is related to the dependence of this type of project on the cooperation of business and industry; one might develop a tendency to select work candidates who will not jeopardize the project in the view of the employer-participants. In an effort at protecting the project, students most in need may be eliminated from the competition for participation. In light of these potential dangers, however, it speaks well for the St. Louis project that it has maintained a firm commitment to include high-risk students in the work study program.

Work-Study Program;

Project Stay --- St. Louis, Missouri

I. Work-Study Program

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A NEW LEASE ON EDUCATION THROUGH HEALTH AND NUTRITION PROGRAMS

(San Diego, Texas)

ERIC/IRCD Horace Mann Lincoln Institute
Teachers College, Columbia University
New York
1972

An Exemplary Program in Health and Nutrition

Designed to

- eliminate the barriers to learning imposed by poverty and cultural isolation
- increase the student's ability to learn
- improve pupil health and attitudes
- make the schools responsive to the social, economic, and cultural needs of the community

Through

- an extensive, continuous medical and dental program, with part or all of the total cost borne by the schools
- daily school meal program -- breakfast, lunch, and dinner (one, two or three meals provided free of charge if necessary)
- extended school program (longer days, summer program, pre-school)
- bilingual Follow Through Program at primary school level (K-3)

The San Diego program has resulted in

- improved nutrition and health among school children (research results in National Nutrition Survey and subsequent testimony before U.S. Senate Select Committee on Nutrition and Human Needs)
- decreased absenteeism (increased ADA)
- increased pupil attentiveness, enthusiasm, and classroom participation

increased number of high school graduates

higher college attendance

greater post-graduation job stability

greater parent participation, and correspondingly less isolation of parents from educational process

the schools as substantial contributors to community improvement

As traditional attitudes of schooling fade, the realization grows that schools must be more than repositories of academic knowledge; they must be centers for the amelioration of society's ills as well. Recent research has indicated that malnutrition can affect the development of a child -- from embryo to maturity -- and drastically alter his ability to learn. Since poor families frequently lack the money to provide a balanced diet, their children face this impediment. The poor in this country are often members of minority groups, whose culture may militate against a balanced diet or, through language problems, impede their ability to understand the influence of diet and health on learning. In San Diego, Texas, a remarkable school program designed to end the debilitating reign of financial deprivation and cultural isolation is in progress.

SUMMARY

Poverty is rife in San Diego, Texas where almost 75 percent of the students qualify for Title I funds. Many school systems provide educational opportunities for disadvantaged children through new curriculum or non-traditional approaches to the teaching-learning process. San Diego Superintendent of Schools Bryant P. Taylor and the San Diego Independent School District have chosen to optimize the disadvantaged child's educational opportunity through elimination of the non-scholastic detriments to learning: poor health, malnutrition, language problems, cultural isolation. The District's successful attack on these areas first received national recognition when Superintendent Taylor testified in 1969 before the U.S. Senate Select

Committee on Nutrition and Human Needs.

The components of the San Diego program are an intensive medical and dental program; school provision of breakfast, lunch and dinner for all pupils in need of it; extended school hours and programs, and bilingual programs to increase student and parent confidence, participation, and learning. All of these activities improve the quality of life for San Diego students and their parents. The program is exemplary because it has improved pupil health; engendered extraordinary pupil pride and enthusiasm, increased parent participation; most important, it has illustrated that the effects of economic deprivation and cultural isolation need not inexorably doom succeeding generations.

WHERE

Located 50 miles west of Corpus Christi and the Gulf of Mesico, San Diego is the county seat of Duval County in southeastern Texas. Its 4490 people, 99% of them of Mexican descent, eke out a living as best they can. A large migrant population returns to San Diego each year as well. The flat, barren terrain is baked by the constant, relentless Texas sun. Houses for most of the inhabitants are small dilapidated wooden structures of two or three rooms, their already poor condition exacerbated by seasonal floods. Three characteristics make the population largely homogeneous: language (Spanish speaking), descent (primarily Mexican American), and poverty. Although the average family has five members, families of seven and eight are common. Many receive commodity food which now supplements the traditional Mexican diet of tortillas and beans.

San Diego lacks an industrial base. Some men are ranch laborers; others commute to Alice (pop. 16,000), ten miles to the east or to Corpus Christi. The major employers are the county and the San Diego Independent School District. When a team from the University of Texas Medical School did a nutrition survey several years ago, it could not find a grocery store in San Diego that sold the items (a group of 26 common foods) used in the survey to determine comparative food costs. Most of the stores are family run, and in poor condition. The nearest well-supplied food stores are near Alice.

Like an oasis, the modern, air-conditioned school complex sustains the community's life. Built in 1964 with a bond issue, the 25 air-conditioned buildings on the 49 acre campus include the Anna Collins Primary School (K-3, 549 students); the Archie Parr Elementary School (4-6, 418 students); and the San Diego High School (9-12, 480 students). On the main campus are also a large cafeteria, the Duval County Library (an attractive spacious building with colorful decorations, study areas and a color television); the nurse's office and infirmary; the Follow Through office; a football stadium, athletic fields, playgrounds, a pool and a little league park The junior high school (7-8, 267 students) is located half a mile away. The bright air-conditioned public schools are very important to San Diego serving not only as education institutions but as a community center where students and parents can come for socializing, recreation and advice throughout the year.

WHO THE STUDENTS

The San Diego Independent School District, which includes Duval and part of Jim Wells counties, enrolls 1709 children, 99% of them of Mexican descent. While many of the families have lived in the area for close to 200 years, several pupils are part of the migrant population which returns to San Diego shortly after the school season begins. A 1968-69 survey of 160 five-year olds who were to enter school showed that 48 percent spoke Spanish at home; 40.50 percent Spanish and English; and 11.25 percent, only English. In the San Diego school district, 72.76 percent of the pupils qualify for Title I funds. However, because of the efforts of the district, all children are healthy, well-groomed and well-dressed. Before the inception of the health and meal programs, absenteeism was high, and student attendance low. One parent mentioned that, as a child, she was ashamed to go to school because of her torn clothing and scanty lunch. Today children love to come to school. Even summer attendance is 65 percent. ADA has risen considerably in the last few years; more students graduate from high school; more go to college; and more stay on the job.

WHY WHAT

In 1958, 53 percent of the families in Duval County had incomes below the Social Security Administration's criterion for survival on a minimum diet. Infant mortality was 1,994 per 100,000 (as opposed to 1,700 per 100,000 nationally). Only 35 percent of the houses were sound and had plumbing (vs. 74 percent nationally), and 35.4 percent of the houses had more than one person per room (as opposed to 11.5 percent nationally). In 1960, those over 25 years old in San Diego had an average of 6.7 years education (as opposed to the national average of 9.3 years). Functional illiteracy was high: 38.3 percent had not completed four years of schooling (as opposed to the national average of 7.8 percent). Within the district, malnutrition and poor health produced rampant absenteeism and made those in school drowsy and apathetic. Appointed District Superintendent in 1955, Bryan H. Taylor determined to eradicate the health and nutritional deficiencies that militated against student's educational opportunity and perpetuated their disadvantage. As a consequence, the superintendent, advised by the teachers and with the approval of the school board, inaugurated a district-wide program to increase the students' ability to learn through the improvement of their health.

HOW

The program aims to achieve its primary goal--the child's improved health and well-being--through several activities: a comprehensive continuing health and medical program; an extensive school meal program of breakfast, lunch, and dinner; an extended school program in which the schools are open and functioning from 7:30 A.M. to 9:00 P.M. throughout the year; and a bilingual Follow Through program for the primary school's grades K-3.

Since 1960, when San Diego used local funds to provide daily multiple vitamins to pupils, health care has been a primary concern.

of the district. Today a new four-room infirmary building, staffed by a school nurse and health aides manages the daily care of the San Diego children. The cheerful infirmary is well-equipped with cots, lavatories, and an examining table.

A child may be referred for health care through many avenues: — his physical examination (made when he enters the system), parents, teachers, the social worker, aides, or self referral. The nurse and her staff also feel free to visit homes and collaborate with parents and teachers.

The migrant, Headstart, Title I and Follow Through programs provide for complete physical examinations and the correction of medical and dental problems. At the time of the child's examination, immunizations are initiated or continued, and other health needs, such as dental work, corrective shoes, eye glasses, are corrected. The examinations of migrant and Headstart children pointed up the need for earlier immunization; consequently, the nurse started a community clinic at which infants and small children receive free immunizations. These records are kept and continued when the child enters school.

Parents are encouraged to pay whatever they can toward a child's care through insurance or other resources; the school pays the balance or the total cost if necessary. Funds are provided through Title I, Follow Through, and local taxes.

Most of the health care emphasis is in K-8, with assistance given the high school students as needed. This is reasonable since health care provided in the early years results subsequently in fewer health problems. Since a health examination is a prerequisite for sports participation, many high schoolers must receive a physical examination.

The Follow Through Project involves a comprehensive medical plan. Most children need vaccinations and inoculations, and many need extensive dental care.

Since the inception of the Follow Through program in 1970, the following number of children have been provided the services listed below:

1. Eye examinations and glasses — 38 students	$ 592.30
2. Hearing examination — 1 student	20.00
3. Physical examination — 316 students	3,094.25
4. Medical attention and doctor visits — 298 students	2,192.97
5. Surgery and doctor's fees — 20 students	4,871.50
6. Dental work and dentist's fees — 136 students	4,248.00
7. Medication and shots — 372 students	1,590.85
8. Corrective shoes — 16 students	426.49
9. Medical supplies	2,300.34
	$25,160.15

(Hospital stays not included)

If children report or manifest a health problem they are brought to the infirmary by a classroom aide (parent). Relying on her experience and the supervising physician's standing orders, the nurse treats the child.

San Diego school nurse's diagnostic functions are based on a broad interpretation of nursing practices. Her role reflects recent medical determination to more effectively utilize experienced pediatric and public health nurses in areas severely deprived of health services. Physicians in the area are cooperating with the project, and have issued "standing orders" that she follows. While the researchers were in San Diego, a child was brought to the infirmary building with abdominal pain. The nurse questioned her as to location and duration of the pain; its character and frequency; the time and nature of her meals; whether she had nausea or vomiting. She observed the child's posture and her walk, and felt her abdomen. She then prescribed a teaspoon of elixir of [illegible], and the child returned to her normal activity. The nurse explained to the researcher that the child would be observed. If the pain continued, the nurse could repeat the same medication. If the second dosage did not relieve her, the child would then be seen by the physician.

The nurse and her staff are on call for any type of health problem which may arise and use their own and school-provided cars to transport children if necessary. The nurse has also created a most detailed record system for each child's history that spans his entire stay in the school district, and it is kept current. Other daily activities include direct hygienic care such as shampooing and furnishing toothpaste, mouthwash and combs to the teachers for daily health care.

HOW (cont'd) NUTRITION

Since the rumble of an empty stomach can overwhelm a teacher's explanation, the school district expends much time and funds on the meals that it provides to children who otherwise would not receive a sufficient nutritional diet. San Diego Independent School District serves breakfast, lunch and dinner to all the pupils who need it.

A large, clean, bright cafeteria is located on the main campus. The manager of the cafeteria is a dietitian. She incorporates the food and nutrition suggestions of the Texas Education Agency and the U.S. Department of Agriculture in the school's menus. Many students eat three meals a day here: breakfast begins at 7:30; lunch (dinner), the largest meal of the day at 11:30, and supper at 3:15. Although many children receive meals free, neither teachers or students know their identity. This privacy is important.

A study done in California in 1967 found that certain areas of the state were not receiving the correct Title I entitlements because cultural pride kept certain ethnic groups from registering for AFDC allowance. Superintendent Taylor noted that initially many students had trouble adjusting to a morning meal, since they are not accustomed to it. Now many students who otherwise would be restricted to Mexican foods are learning to enjoy different, better balanced meals.

Many high school students are able to pay for meals with money earned in the work-study program; some even work in the cafeteria. Students thoroughly enjoy their meals and finish all their food; many go back for seconds. Parents are pleased that the children eat with their teachers, particularly since both the size of the families and the size of the homes preclude many San Diego families from sitting down together. Parents are learning about nutrition through the school; some ask the dietitian for the best methods of preparing regular and commodity foods, and the school holds meetings where demonstrations are given on food preparation.

HOW (cont'd) EXTENDED PROGRAMS

San Diego's program to enrich the life of its students includes extension of the traditional school day and year. Operating under Title I and Title I migrant programs, the extra hours provide valuable remedial and recreation activities. Four hundred regular Title I students in grades 1 - 12 participate in an extended day program. From 3:30 to 5:30, five days a week, students who require special remedial instruction receive assistance in all subject areas, particularly reading. Most noteworthy about the extended day is the energy and enthusiasm of students and teachers, hours after the regular school day has ended.

A transient Mexican-American migrant population comes to San Diego shortly after the school year begins; Spanish-speaking migrant children (who comprise about 12% of the student population) suffer from the language barrier. The extended day helps compensate for the schooling these children have missed. The migrant preschool program, from 3 p.m. to 6 p.m., employs a teacher and an aide, and provides ancillary support services of meals and health care, in addition to instructional preparation. From 3:30 - 4:00 p.m., the children have physical training, then attend class from 4:00 to 5:00. After supper (5:15-6:00), aides make several trips in order to transport the children home.

The regular Title I migrant program extended day is designed to improve the reading English language skills of 192 migrant children in grades 1-8. In this program, 10 teachers and four aides participate. The program lasts until 7:00; students eat supper at school and also receive support services.

The school summer recreational program includes swimming, little league, volleyball, basketball and playground. Breakfast and lunch are provided. The summer school proper helps to maintain gains made during the year. Other programs are the Preschool Program, which enrolled four-year-olds in 1972-73 and will add three-year-olds in September, 1973; and a two-week training course in June in which senior girls care for three-year-olds. The children get free breakfast and lunch (Title I funds) which are part of the program. Eventually this will mean a yearly program.

Another activity that gives further indication of the prevalence of an educational philosophy geared to the whole youngster is a special high school vocational program available to juniors and seniors (as well as the regular less-intensive home economics and agriculture programs). The skills available are auto mechanics, building trades, cosmetology, and office practice. Classes meet 2-3 hours per day and also include students from two neighboring schools who are bused in. Girls in the cosmetology program cannot afford the materials necessary to take the state test certifying cosmetologists are provided with the material by the school; all girls are provided transportation to the testing site. Arrangements such as these prepare the students in these vocational programs for the job market in a realistic manner.

HOW (cont'd) BILINGUAL FOLLOW THROUGH PROGRAM

For the past four years, a bilingual Follow Through Program has been in effect with the Southwest Educational Development Laboratory. The decision to have a bilingual program was made subsequent to the 1968-69 survey which showed that a majority of 160 entering five year olds spoke only Spanish (48.25%).

Students have performed satisfactorily with curriculum related materials and standardized tests. The teachers, all native Spanish speakers and longtime San Diego residents, note improvement in student attitudes toward school. In the past, as in many school districts in the Southwest, only English had been used in the schools. During classes students need not worry about using their native language and the change to English is natural. Teachers note a marked increase in parent participation since the inception of the bilingual program. Next year Title VII funds will permit the initiation of bilingual programs in the elementary school (grades 4-6).

In Follow Through, each class has a regular aide and one parent aide. The job of parent aide, one at each grade level, changes weekly. Since many mothers speak only Spanish, they could not participate in the parent aide program without the bilingual component. Teachers encourage parents to visit classrooms. A sign in one room reads 'Padres Bienvenidos " (parents welcome). A parent coordinator supervises parent-teacher activities.

The social worker visits families of Follow Through children. She discusses child health and education problems, and explains the services offered by the school. Since the 1970-71 school year she has visited 390 families, 97 on welfare because of broken homes, 32 on welfare because one parent is disabled. When family income is below the Office of Economic Opportunities poverty level, the local Lions and Rotary clubs provide children with glasses and clothing. One of the benefits of the bilingual Follow Through Program is the purchasing of clothing for children qualifying under the federal ruling. Parents receive notes describing the project (written in Spanish) which they must sign if they want their children to receive clothing. Initially some parents hesitated to accept free clothing, but the social worker stressed the importance of the clothing for the child. Formerly, aides drove several children at a time to stores in Alice. In an attempt to personalize the operation, parents now take their children to a store in San Diego, pick out the needed clothing and sign a form indicating how much and what was bought. This procedure provides for greater parent involvement. At present, if a child tears his last pair of shoes, parents do not hesitate to notify the social worker. Today all students on the campus are well dressed. In the future, Follow Through plans to increase parent interaction by having the teachers visit the home of each pupil at least twice during the school year.

All of the Follow Through children eat breakfast and lunch in the cafeteria. Eighty percent eat the evening meal, instituted in 1970-71.

An extremely active Parents Advisory Council participates in the Follow Through program.

WHO (cont'd.) TEACHERS

San Diego's teaching staff is completely bilingual. Seventy-five percent (75%) of the teachers are graduates of the San Diego High School, and the majority also graduated from Texas A & I University in Kingsville. The teachers have, on the average, 20 years experience in teaching disadvantaged Mexican-American students. Currently, 75% of them have masters degrees. Since San Diego is a poor district, with low taxable wealth, teachers receive only the Texas Minimum Foundation salaries. Despite the low salaries, they are very enthusiastic and committed, and the school system is characterized by very low turnover.

AIDES

Aides throughout the system permit greater individualization of instruction. All first and second grade classes (Follow Through) have a regular aide. The aides are bilingual Mexican-American women, all but one under 35. Five have high school diplomas. Some have attended workshops, and the others have received four weeks of training from a supervising teacher. In addition, Title I employs 4 aides, one at each of the schools -- primary (K-3); elementary (4-6); junior high (7-8); and Senior high (9-12). Aides are paid at an hourly rate, for a 40 hour week.

The Follow Through Bilingual Program, currently in use in the primary school grades K-3, employs a project director, secretary, guidance counselor, counselor aide, resource specialist, social workers, 2 social worker ides, parent coordinator and parent coordinator aides.

In the first and second grade classes all teachers are Mexican American. In addition to the teacher a Follow Through classroom has a working mother aide, the Follow Through Aide, and sometimes a Neighborhood Youth Corps aide. Each week a different mother is the working mother aide and there is one working-mother aide for each grade level, K-3. Low income parents are paid $57.00 per week of work. A day care center aide takes care of the preschool children of mothers while they are working in the program. Rotating among all the classes on a grade level, the mother assists the teacher; learns about what her children do in school; and gets to know the teachers and school administrators. Because many of the mothers speak only Spanish, this position is only possible with a bilingual program. Working mothers interviewed in this study were relaxed and enjoyed the opportunity to be near their children and earn extra income. The system offers many community people the chance to help and to earn needed money.

Remedial teachers work during the extended day with students with learning problems of learning and self-concept.

Communication among staff is good. The common background and experience fosters informal communication. Formal avenues of teacher communication and planning are frequently non-existent, and establishment of formal channels would be beneficial as they would provide regularized means for teachers to better share ideas and discuss problems.

WHO (cont'd.) PARENTS

Before the inception of the Follow Through program, now in its fourth year of operation, parent participation in the schools was negligible.

The Follow Through Parent Advisory Committee speaks for primary school parents, making sure that low income parents are fully and equally represented. It helps establish the criteria for hiring staff members; advises in their selection; organizes activities for parents; and serves as a channel of communication between parents and program staff -- encouraging parents to participate in an advisory capacity and helping and evaluating pupil progress. Membership in the PAC includes two representatives from each classroom. Attendance is open to all parents and employees; meetings are held monthly. The parent coordinator acts as a liaison between the non-professional staff, the classroom, and the parents.

Parents of district children work as aides in the cafeteria, classroom and infirmary as well as in transportation. Some parents are also teachers. Teachers schedule parents' visits to classrooms. When parents are invited to lunch, the teachers act as hostesses. Typical activities are parent education sessions, family art sessions, nutrition classes, cooking exchanges, and serving session. The parent coordinator, herself the mother of children educated in the system, supervises all these activities, contacts parents and makes home visits.

Since San Diego is a small, isolated town, mothers previously had few alternatives to the traditional role of staying at home, even after the children started school. The strong support services at the schools and the longer school day have had the following effects: (1) children of poverty backgrounds are healthy and not ashamed to come to school, and they learn more; (2) as a consequence, parents have less cause for concern with their children's welfare. Parents are learning from their children. The mothers, formerly culturally and economically isolated, are becoming more knowlegeable as they become less timid about approaching the schools. The bilingual program has facilitated communication. At the schools the mothers learn of the nutritional and health needs of their children. More important, they know problems can be remedied. Since most of the staff are native San Diego residents, strong networks of informal communication already exist between them and the community. While this is an advantage, it also militates against the erection of a strong formal system of communication. Without a formal structure, less homogeneous communities might be unable to effect such a successful program.

HOW (cont'd.) COST

The food and health programs in the San Diego Independent School District are funded by a combination of local and federal funds. Federal funds include those provided by the National School Lunch

Act, Child Nutrition Act, Headstart, the Vanik Act, and the Elementary and Secondary Education Act. USDA commodities are also used. In testimony before the Senate committee, Superintendent Tapia explained the district's decision to use some of the Title I funds for disadvantaged children to improve their health and nutrition: "These two areas... will always receive priority in this school district because hungry children cannot learn."

WHAT (cont'd) EVALUATION

The District achieved impressive results from both health and nutrition efforts as early as 1968. At that time, Dr. Arnold Schaefer of the University of Texas Medical School, conducted a national nutrition survey at the request of Congress. Dr. Schaefer testified before the Senate Select Committee on Nutrition and Human Needs:

> These were the best teeth we've seen in any place we have surveyed to date, least number of decayed unfilled teeth. The blood biochemistries are completely different from what I presented for the overall picture of the national survey.

Whereas about 11 percent of the people examined in the 20 Texas counties surveyed had low or deficient hemoglobin, no San Diego children did. Whereas plasma Vitamin A was low or deficient in 44 percent of the Texans surveyed, only 1 percent of the San Diego population had the deficiency. Although 10 percent of the Texas Survey Group had low or deficient serum Vitamin C, none in San Diego did. Only urinary thiamine and riboflavin were many

San Diego children low, and even this number was far less than the state average. The health, nutrition, and bilingual programs have made a noticeable difference in education as well. Attendance has improved markedly, from 88 percent before the program began to over 95 percent. Discipline is less of a problem, attention has improved and few students repeat grades. More students complete high school, and more remain on their jobs. In addition, morale of students and teachers is extremely high. The most positive concrete evidence of the program's success is the health, pride, enthusiasm and neat appearance evidenced by all the San Diego students. The proud and eager pupils refute the usually tragic social effects of a community economy where 77.6 percent of the students are from low income families. Teachers also note an increase in enthusiasm and achievement since the inception of the bilingual Follow Through Program, which will be extended to grades 4-6 next year with Title VII funds.

This school district's programs are changing positively the lives of students and parents, and the far-reaching effects should be seen in the next generation. A handicapping cycle, fostered by poverty, community isolation and lack of information, is being broken. If the current level of federal funding is maintained, the programs should continue to improve and involve more students and more of the community.

EFFECTIVENESS

In this project primary attention is given to improving the health and nutrition of pupils rather than to unique innovations in the educational process. Proceeding from the assumption that fatigue, hunger, and illness reduce the learning efficiency of children, the project has focused on ensuring that each youngster receives a well-balanced diet daily and that deleterious health conditions are identified and corrected. The project includes some changes in educational program such as an extended school day, a bilingual program, and the institution of a Follow Through program. Yet these innovations appear to be routine in the presence of the massive effort at improving health and nutrition. The feeding program is well conceived in that the menu is not only nutritious, but also reflects the culture of the children served. Although most of the students had not been in the habit of eating breakfast, this dietary pattern may have been due to poverty rather than any ethnic custom.

For some educators this project may present problems. For those who feel that nutrition and health care are not a function of the public school, this could be viewed as an inappropriate use of educational resources. For those who fear that direct service to the poor may foster dependency, much of the effort in this project may be viewed as counter-productive to independence. However, it would appear that the designers of this program were more concerned with helping these children break out of the debilitating and handicapping cycle of poor health, poor school attendance, and poor school achievement than with the question of appropriateness of the service or its contribution to the development of dependency. The results, in terms of improved health are, indeed, impressive as are the results in school attendance. Even if there were no improvement in academic achievement (yet to be definitively established), the San Diego project must be viewed as an important development in the school's service to children.

Equal Access to Education Through Health and Nutrition Programs

San Diego, Texas

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WEIKART FOLLOW THROUGH

(Trinidad, Colorado)

ERIC-IRCD Horace Mann-Lincoln Institute
Teachers College, Columbia University
New York
1972

Follow Through is a federally-sponsored program designed to improve the total environment that envelops the child's learning experience. In Trinidad, Colorado, a program that exemplifies this philosophy is currently underway in several classes at the K-3 grade level.

Designed to:

improve the child's cognitive skills

involve parents, particularly those of low-income families in the education of their children

improve the career opportunities for the community

improve the nutrition and health of the children and their families

Through:

highly individualized and small group instruction

a non-traditional classroom organization and schedule

a child-centered curriculum

parent coordinators and aides to increase parental involvement

nutritional and health assistance

Follow Through in Trinidad has attained:

enthusiastic, involved students

highly successful, effective non-traditional teaching-learning environment

committed, involved parents, regardless of economic situation

From the newspapers, radio, television, and books, educators and other pundits confront us with the truism that the schools, as perfect or imperfect as they may be, cannot singlehandedly educate American children. The time spent outside of school greatly enhances or diminishes the effectiveness of the school and the learning experience. A promising educational program, like a candle, cannot survive in a vacuum. The brands of poverty--malnutrition, ill health, and constant despair--will quash the joy of learning as surely as the lack of oxygen will snuff out the candle's glow. In recent years, educators, aided by the federal government, have tried a new tack in their efforts to increase the educational opportunities for the disadvantaged to improve the total environment within which a child learns. Like strategists, they wage a campaign on several fronts to attack all the evils that discourage and deter a child. In Trinidad, the children, the parents, and the community are experiencing the first victories.

SUMMARY

The instructional part of Trinidad's Follow Through program is based on the High/Scope model, developed by the High/Scope Educational Research Foundation, a non-profit organization headed by Dr. David Weikart. Now in its second year, the program emphasizes the development of individualized conceptual competence. Certain K-3 classes in two of the elementary schools participate in the program. One teacher and two paraprofessional aides direct each classroom. Individualized instruction or small heterogeneous groups characterize the learning situation. The curriculum integrates academic areas and selected commercial materials with Jean Piaget's five cognitive areas: classification, seriation (numbers), spatial relations, temporal relations, and causality. Since Follow Through aspires to improve the quality of the learning experience, the Trinidad program also emphasizes parent involvement, paraprofessional career development, nutrition, and health. The researchers considered the program exemplary for several reasons. Most important, it has improved the educational experience for the children. The program's emphasis of individual involvement and self enables a child to develop at the pace and to the level of which he is capable. The children are enthusiastic, never bored, and delighted with their new found accomplishments. Furthermore, the program provides teachers and aides with the training and support necessary for them to adapt to the project and to pursue its objectives. In addition to a summer workshop for new teachers and aides, two curriculum assistants (who receive additional training at High/Scope center in Ypsilanti, Michigan and other Follow Through areas) are available to assist the teachers. High/Scope consultants are also available, and the organization has distributed a complete handbook to teachers. Aides assist the teachers as well. Finally, the program is exemplary because of the changes it has wrought in the child's environment outside the school. Through the parent coordinator, parent aide, and the Policy Advisory Council (PAC), the program has forged intense parent commitment and involvement. Many of the parents head low-income families; traditionally they have felt unable to comment or influence decisions concerning their children's education. The child's health and nutrition have also received attention. As a result of these external and school based developments, parents and teachers are convinced that a partnership with those who influence the child's environment results in the most effective education.

WHERE

Ten thousand people live in Trinidad, Colorado. Like a backdrop, the Rockies rise behind the foothills of the Sangre de Cristo range. For years the mountains and their coal mines provided the residents with their main source of income. Today, however, only one of the more than twenty mines operate to remind one of the nineteenth century and early twentieth before coal, electricity, natural gas and oil took their havoc on the coal industry.

While only one-fourth of the city's inhabitants receive social security, [illegible] percent fall under the poverty level set by the OEO guidelines. The unemployment rate exceeds the national average, and many citizens are supported by welfare. Three elementary schools, one junior high school, and one high school comprise the public school system. (There are also a K-8 and 9-12 parochial school.) Although many of the residents have Spanish surnames, the great majority are long-time residents of the area, descendents of Spanish and Mexican immigrants. Trinidad has a large population descended from Italian and Slavic settlers as well.

As the area has almost no local taxable wealth, it qualifies for government funding. In addition to Follow Through, a Head Start program, a Title I remedial reading program and special summer program, state funds for special education, and a Career Opportunities Program (COP) are also administered by the School Board. In addition, Model Cities has provided some funding for educational purposes, and there are several other projects focusing on vocational education for youngsters.

THEN

In 1969, the school superintendent asked the Title I coordinator to form a Policy Advisory Committee of parents from the low income group in order to apply for Follow Through funds. The PAC hired a director, and she and the committee investigated various sponsors available to Follow Through projects. A sponsor is an organization that serves as a consultant for the instructional component and in some cases the parent participation component of local Follow Through projects. Parents, teachers, a principal and the director visited some on-going sites to examine sponsors' models in operation. Eventually they chose the Follow Through model of the High/Scope Educational Research Foundation. This model was chosen primarily for its emphasis on the child's self-discovery and for its divergence from the traditional classroom and curriculum. During the Spring 1970, the classrooms in which the Follow Through program would be implemented were agreed upon, aides were hired, materials and equipment were purchased. A week-long workshop was held that summer for the ten teachers, twenty classroom aides, curriculum assistant, parent coordinators and project director. At this workshop, High/Scope explained the Piagetian theory behind the cognitively oriented curriculum as well as the application of this theory through selected commercial materials. Since the teaching methods employed are quite different, this was the first of the inservice workshops, and in the Fall of 1970, the program began.

WHO
THE STUDENTS

The first ten Follow Through classrooms included all K-2 classes in one elementary school and one-half of the K-2 classes in another. However, the low-income population is disbursed throughout the district; students at non-participating schools are eligible for Follow Through and parents can request a transfer to a Follow Through school.

In 1971-72, the project was expanded and involved four second grades and three classes at the kindergarten, first and third grade levels. Three hundred and eighteen children are in the current 13 classrooms, 233 from low-income families. The current Follow Through staff includes thirteen classroom teachers, twenty-six classroom aides, one parent coordinator and one parent aide, two curriculum assistants(High/Scope recommends one for each six classrooms), the project director and a secretary.

WHY

The school administrators felt that these children did not have the opportunity that education promises. Follow Through seeks to improve the educational opportunity for children by enriching their total environment. Since healthy bodies and full stomachs improve a child's ability to concentrate, they had to be attended to; since the kind of life a child has outside the classroom either bolsters or devastates his learning capacity and accomplishments, this too demanded attention. Parents must be involved in the educational process. Society has been cruel to the lower-income parent, too often assuming that, if he lacks the education, he also lacks the inclination or determination to procure it for his children. Frequently this rather bureaucratic traditional view is bolstered by the lower-income parents' frustration, embarrassment, and bewilderment of the system. Unable to effect it in other areas, they doubt that education, even the education of their children, will be more susceptible to their demands and desires. In this program, the Policy Advisory Committee has succeeded in involving many parents in its activities. The Follow Through classrooms are open to parents and many come and help. The career opportunities for aides has enabled 12 aides to receive their Associate of Arts Degrees (A.A.) from the local college, and eight are now at work on B.A.'s. (The nutrition and health components have been integrated into the daily fabric of the families' lives.) Perhaps these children will, through the concerted efforts of everyone who cares, finally break the cycle, and educational promise will become reality.

WHAT

The diverse objectives reflect the variety of goals present in a project designed to improve the total learning environment. The major objectives cited by High/Scope are in the curriculum area. The project is to move toward the implementation or refinement of these key aspects:

1. That children

    -be provided the experience of learning by active participation and involvement
    -be able to physically explore materials
    -be able to test their own hypotheses
    -be provided the opportunity to find solutions in their ownway

-be assured the opportunity for self expression in spoken and written form

-be assured the opportunity of pupil learning over teacher teaching

-be provided an open classroom environment

2. That children will be provided the opportunity to develop concepts in a sequence that goes from the physical (motoric) to the verbal level.

3. That learning progresses from the concrete to the abstract - from the object level to the sign level.

4. That instructional staff work with individuals and small groups to assure the active participation of children.

5. That the classrooms be arranged to accommodate interest centers.

6. That effective use be made of equipment and materials required and recommended by the sponsor.

7. That the cognitive areas be fully integrated into the daily classroom routine and activities.

8. That instructional staff focus on the children's level of operation and provide learning experiences at that level.

9. That the instructional staff develop team approaches to planning and instruction.

10. That overall program coordination be provided to assure the implementation of the Cognitively-Oriented Curriculum.

11. That full utilization be made of program monitoring instruments and training techniques as provided by the sponsor.

12. That feedback and reporting be complete and comprehensive.

13. That effective use be made of instructional staff and of volunteers in implementing the Follow Through Program.

14. That Follow Through Center staff actively participate in the training services as provided by the sponsor.

At the beginning of the 1971-72 school year, several local objectives were set which reflect the other purposes of the project: parent involvement, nutritional improvement, health services and staff development.

A. Parent Involvement

1. To enroll all parents who are interested in GED and Adult Education courses offered through the Junior College beginning with the Fall Quarter and continuing through the year.

2. To set up committees where parent interest can be translated into action.

3. The PAC will try to set up the following activities:

   a. Help parents understand the curriculum

   b. Help educate the community about Follow Through

   c. Plan activities which will promote feeling of unity among Follow Through parents.

   d. Help parents become involved with community problems.

B. Nutritional

1. Hire an additional lunch aide at East Street School

2. Include money in budget to pay High School boys who help

3. Get more families enrolled in the County Extension nutrition program

4. Buy equipment required by Health Department

C. Health Services

1. Immunizations for each child for DPT, polio booster, measles, revaccination, small pox

2. Eye tests, hearing tests.

3. Orthopedic clinics twice a year

4. Children with convulsive disorders referred to Health Department . Children come every two months for neurological examinations
5. Each low-income child will be rechecked with a dental examination. Aprophylactice flouride treatment and emergency care are also included.
6. More children will be given psychological testing next year. Necessary follow-up steps will be taken.

D. Staff Development

1. Third grade teachers coming into the program for the first time will be given orientation before the current year is over.
2. Six more aides will be hired.

HOW

The program is both the sum of its parts and an entity created from the fusion of the individual components. As there are myriad objectives, so there are myriad routes to reach them. Thus the "How" of Trinidad's Follow Through involves a non-traditional classroom; a child-involved, child-centered curriculum, including a planning-work evaluation activity; a novel schedule with which the learning occurs; an extensive, carefully articulated teachers' guide; concentrated efforts to stimulate parent interest and participation; and the provision of other services considered necessary to the child's well-being.

THE CLASSROOM

Three assumptions underlie the classroom organization, daily schedule, and teaching-learning process: children learn best when they are actively involved in exploration that has real objectives and places; when they understand the purpose of the learning activity; and when they are given some choice in how and what they will learn.

LEARNING STATIONS

In Follow Through classrooms, learning stations and interest centers have replaced the usual desks. Each learning station has 8-10 child-sized chairs and a table. The surrounding shelves sag under the weight of the abundantly stacked books, boxes and cans of learning aides. In many rooms the interest centers overlap with the tables and chairs of a learning area. Science, Math, Language Arts or Communication, Art, Writing, and Quiet interest areas are found in grades 1-3 classrooms. In the kindergartens, a housekeeping center and a block center may replace some of the others. At least one-third of each room is carpeted; the carpeted area includes the quiet and reading center. Classroom stores and water and grain tables are found in some rooms. Aquariums, plants, a telephone hook-up system (installed by a Follow Through parent), record players, and access to a Polaroid camera contribute to the aura of child-centeredness that pervades these classrooms.

INTEREST CENTERS

Interest centers serve the following purposes:

1. Provide setting for pupil planning
2. Encourage independent activity
3. Allow children to interact with children and with materials independently.
4. Provide a place for role-playing and for the representation of things not present.
5. Provide teachers with an opportunity to become cognizant of the needs of each individual child.

6. Stimulate communication through interaction, writing, reading and creative projects.

To successfully implement the use of these centers student-teacher planning is essential and the child should:

1. Be able to identify each center (name, place and function)
2. Know what appropriate materials and activities each center offers
3. Be actively involved in setting up centers and in making rules for the centers

In the ideal High/Scope classroom all bulletin boards and black boards would be accessible to children with no teacher-made bulletin boards in sight, and boxes of activity cards would be available in different parts of the room. Although these features are not yet seen in most Trinidad Follow Through classrooms, the teachers have made tremendous progress in establishing non-traditional classroom changes.

The curriculum assistants are beginning to encourage teachers to utilize activity cards. The cards stimulate the child's exploration or suggest an activity, thus further reinforcing the child's total involvement. Examples of these activity cards for various levels are:

1. Grade 1
   (Materials: magazines, catalogues, scissors, paste, paper)

   Card: Make a book of "B" word pictures.

2. Grade 2
   (Materials: A "miniature community" set-up in an interest center)

   Card: John and his brother left their home on bikes to go to school. They stopped for Ken at his home. How many yellow rods did they travel to school?

3. Grade 3

   Card: Find three ways to measure the brown table without using a yardstick, rule, or tape measure.

   Show or tell what you found.

HOW (Cont'd.)
CURRICULA

The commercially available materials which are compatible with the cognitively oriented curriculum are SCIS and AAAS science programs, Language Experience in Reading (LEIR), Taba Social Studies, and the Nuffield and Cuisenaire mathematics materials. The LEIR materials encourage the child to respond to what he hears or reads with a story of his own. These stories often form a child-written booklet. However, the Sullivan programmed reading materials are used to teach phonics, and basal readers are placed in interest centers and used on occasion supplementally.

Children are grouped heterogeneously each day by methods such as putting a different color dot on a child's wrist with a magic marker. Since the program emphasizes individual or small group learning, approximately eight children are in each group. Within the groups, there is opportunity for further individualization. Sometimes the children are allowed to choose their books from the class library, their materials from a specific group in the science center or to work with Cuisenaire rods. Language, Math and Art are a part of each day for all groups 1-3; students learn Social Studies and Science alternating days. Ideally, the three adults (two aides and a teacher) move between these academic areas, with one individual taking math some days, language arts on others, etc. In practice, this is often difficult when one adult feels far more comfortable handling one area than another.

PLANNING-WORK-EVALUATION

A planning-work-evaluating time is an important part of each day. It permits the child to construct his program, to execute it, and to evaluate it once done. "What are you going to do?" asks the teacher at the beginning of the period. "Go to the Quiet Center" or "To the Math Center" replies the child. She then asks a few more questions designed to lead him to greater specificity in his planning. After each child in the group has stated his plans, the next 40 or 50 minutes are spent in "work time" where each child acts on his planning. During this time children are free to team up to work with something, to ask an adult or another child for help, to work independently, or even to observe others for a while. Teachers and aides are free to observe what materials each child selects, to facilitate the child's active learning process when necessary and to look at the development of each child in terms of the sequence of goals from Piagetian theory and research utilized in the cognitively oriented curriculum. During the "evaluation time" which follows this the children return to their groups and talk individually about what they did. The adult in the group follows up on their responses in various ways, most often utilizing convergent questioning. For example, when a kindergarten boy said that he had built a house of blocks, the teacher asked "how many blocks high was it?" At this point other children became involved in the problem and some blocks were brought into the group to "see how we can tell how many blocks high it is."

SCHEDULE

The schedule of approximate time spent in each activity by grade levels is as follows:

CENTER	TIME	ED*	K	1	2	3
HOUSEKEEPING	Approx. 20 minutes per center	"	XXX			
BLOCK		"	XXX			
MAKE BELIEVE		"	X		XX	
ART		"	XXX	X	XXXX	XXX
QUIET		"	XXX	X	XXX	X
INDEPENDENT		"	X	X		
BUILDING		"	X			
LISTENING		"	X	X	X	X
WATER-SAND TABLE		"	X			
POST OFFICE		"	X			
SCIENCE (AAAS)(SCIS 2,3)				XX	XXXX	XXX
MATH		"	X	XXX	XXXX	XXX
COMMUNICATIONS		"		XXX	XXXX	XXX
SOCIAL STUDIES		"		XXX	XXXX	XXX
BOOKMAKING		"			X	
STORE		"			X	
WRITING		"		X	XX	XXX
SOCIAL REALITIES				X	X	
PHYSICAL REALITY					X	

* Everyday

HOW (Cont'd.)
THE TEACHING-LEARNING PROCESS

High/Scope has distributed a large black loose-leaf notebook to all teachers containing the High/Scope curriculum guide. It does not contain a structured program but rather offers descriptions of the relationship (cognitive) areas, sequences in which children develop skills in these areas, behavioral goals for children to achieve within these sequences, rationales for the goals, and sample lesson plans and other resource materials. Teachers keep these notebooks in their rooms. Though they are somewhat too theoretical and lengthy to be read cover-to-cover, they can be referred to by teachers, curriculum assistants or consultants. Examples of the type of goals and rationales included follow:

[From the section "Teachers Guide to Classification,"
Grade Three]

Goal:	Rationale:
Child can combine subclasses into a supraclass hierarchial reclassification. e.g. dogs, cats, and cows are animals	As stated previously, it is important that the child understands the principle of class inclusion; for example, we would want the child to develop to the stage of logical reasoning where he can mentally combine cows and horses and recognize that he now has a group of things called animals. When the child can perform such a task he has mastered the logical operation of combining subclasses to make a supraclass. Generally, children cannot answer questions consistently like "If all of the animals in the world were to die, would there be any horses left?" or "Are there more dogs or more animals?" Usually the child does not attain this skill until after the age of seven.

[From "Teachers Guide to Number," Preschool and
Kindergarten]

Goal: Learning to order objects by their gross size (sequential activity breakdown follows)

a) free exploration of objects

b) making gross size comparisons between two objects, using polar concepts: big and little; large and small. Also could include tiny, teeny-weeny and enormous, giant, huge, jumbo, tremendous.

c) making gross size comparisons between two objects, using concepts in their comparative forms: large and larger; small and smaller; big and bigger; little and littler. The teacher should use three objects in each of these cases, using one object as a standard. For example, after children agree that an object is big this object serves as a standard for when the other objects are compared. One object will be like the standard and be big, the other is bigger. If given only two objects to compare without a standard, children will most likely try to use the polar concepts of big and little.

d) making gross size comparisons between two objects that are the same size, using phrases: the same size as; big and as big as; little and as little as; large and as large as; small and as small as.

e) making gross size comparisons between two objects, using the concept and its negative forms: big and not big; little and not little; large and not large; small and not small.

f) ordering three objects by their gross size, using concepts in their comparative form: big, bigger, biggest; little, littler, littlest; large, larger, largest; small, smaller, smallest. Also could include the paired concepts and one comparative form, for example: big, little, littler.

g) ordering three objects by their gross size, using concepts: big, middle size, little; large, middle size, small.

h) ordering more than three objects by their gross size so that they match a series of identical objects which the teacher has ordered.

i) completing or continuing a series of more than three objects which have been ordered by their gross size.

j) ordering more than three objects by their gross size so that they correspond size-wise to a series of different objects which the teacher has ordered. For example, if the presented series is four dolls lined up from smallest to largest, the child would have to line up four canes from smallest to largest.

k) ordering more than three objects by their gross size so that they are in reverse order from an identical series of objects.

[From the section "Teacher's Guide to Spatial Relations,"
Grade 2.]

Goal: Position of self-angularism and development of perspective

I. Recognizing familiar objects seen from different perspectives

Rationale: It is important for a child to be familiar with different points of view as he looks at objects. A young child does not always realize that it is the same object when he looks at it from a position different from the first position. Understanding that an object has not changed its size or shape but that it looks different because position of eye contact has changed. It is imperative for advanced object constancy and for the child's understanding of angularism.

Goal: Reconstruction of objects at the representational level in its proper perspective.

1. Drawing one object to scale

2. Drawing two objects in correct perspective

3. Drawing three objects in correct perspective

Rationale: It is important not only for a child to be able to recognize objects from different perspectives but also to be able to reconstruct them on a representative level. In order for a child to perform this task he must be able to determine relative positions.

Goal: Self discovery of a measuring system

Rationale: This is actually the concrete beginning of Euclidean concepts. In order for any measuring system to have meaning the child should first discover a measuring system of his own (using body parts or objects). From this can actually grow the need to have a formal, standard measuring system. (e.g. Billy's fingers are longer than Sarah's)

[From "Teacher's Guide to Temporal Relations," Kindergarten]

Goal: Comparing rates of movement

1. child moves himself fast and slow, slower, faster, etc.

2. child moves and observes objects moving at different rates of speed

Learning begins with the child's motor activity. This is the base which enables the child to make conclusions about things in the environment. To the extent necessary, rates of movement should be experienced by the child and he should be able to talk using speed terms about what he is doing, has done, or will do. His next experiences should then be with objects in the environment. These experiences provide judgments which require that duration of time and speed be coordinated.

[From "Teacher's Guide to Causality," Grade 1]

Goal: Child will understand and observe change using various senses

Rationale: Cause and effect relationships are involved whenever there are changes in material objects. An iron nail, for example, may change color and feel different when it rusts. These changes are caused when the nail is in contact with water. The first step a child makes in understanding cause and effect relationships occurs when he develops skill in observing and describing changes in the size, shape and color of physical objects. His attention is first focused on observing changes using eyes, ears, nose. The attributes

of objects a child has learned to
identify in previous lessons will
provide the basis for describing
changes.

HOW (Cont'd.)
THE PARENT COORDINATOR

The Follow Through philosophy emphasizes the improvement of the total environment. Thus the parent coordinator, parent aide, and PAC have critical roles. Not only do the parent coordinator and aide involve the children's families in the program; they also inform the classroom personnel of the children's outside environments. They frequently visit Follow Through homes just to see how the family is, answer any questions they may have, or assist if there is a problem. As a result of PAC activities, most parents are well informed, have visited the classrooms, and subsequently have questions for the coordinator. The parent coordinator also spends time in the classroom; thus they are better able to judge if a child needs medical care, clothes, or other supportive services. They then discuss the needs with the family and work jointly to eliminate them.

HEALTH AND NUTRITION

A parent coordinator frequently takes a child or a child and parents to a dentist or doctor. All first grade children are given a complete physical examination with immediate follow-up, if necessary, at a nominal fee (which Follow Through can help to defray); 185 children received dental care in 1970-71 at a reduced fee. Psychological testing and counseling are also available to Follow Through children and families. Low income Follow Through children receive free lunches, and at one school, free breakfast, while children at the other school get milk. Follow Through children also receive multiple vitamins daily.

The parent coordinator and aide are essential to the program's success. The mutual trust that has developed between Follow Through staff and Follow Through families results, in large part, from their efforts.

WHO (Cont'd.)
PERSONNEL

The vast majority of the staff has lived in the area for years. The director and the two curricula assistants have taught in the community. About two-thirds of the staff is Spanish surnamed, roughly approximating the population of the community. Aides, all of whom are from low-income homes, are recommended by the PAC personnel committee; subsequently, the COP advisory board to the PAC recommends them to the School Board. Although recommended aide appointments are usually confirmed, the School Board does not always appoint PAC-recommended teachers to the project. Theoretically teachers volunteered for the project; however only a few teachers really accepted the idea from the beginning, and several are in Follow Through classrooms because they feared loss of their teaching position. Nonetheless, many teachers who were skeptical in the beginning have discovered that they enjoy teaching with this curricula and that the greater involvement of all children is particularly satisfying to them. However, nearly all teachers still have some areas of the curriculum with which they are uncomfortable; this discomfort frequently stems from traditional beliefs of what "should be" done. For example, a first grade teacher may still think that "all children should be reading" when they leave her class, and it is difficult to convince her otherwise. These are the kinds of issues that the curriculum assistants or the general consultant often discuss with teachers. Although the teachers appear to like the materials emphasized, there is some difficulty in using the TABA social studies materials and occasionally a reluctance to give up reliance on basal readers.

Since the classroom organization and the materials utilized require a teaching style vastly different from that of more traditional classrooms, the curriculum assistants and consultants from High/Scope are essential to the success of the project. The two curriculum assistants have had sufficient training in the theory underlying the cognitive curricula and sufficient practical experience in its use (arranged by High/Scope) to be of great assistance to the teachers and aides. The general consultant from High/Scope who spends several days each month in Trinidad shares these qualifications and assists the curriculum assistants as well as the teachers and aides.

A classroom teacher, thus, has several people she can turn to if she feels that things are not progressing as they should with her children. In some cases a curriculum assistant will use a particular set of materials with one group; in another, the two assistants might take over the entire class for several days; in another, help will be given in creating a new interest center; in another, the teacher needs reassurance that her children are not "playing too much" during work time. The curriculum assistants occasionally conduct workshops on one of the cognitive areas of classification, seriation, spatial relations, temporal relations, and causality and its integration with the academic areas and the commercial materials. Teachers and/or aides for the same grade level may meet with the curriculum assistants or with the general consultant to discuss common problems and issues. Further assistance is furnished by specialists in particular curricula who spend five days in Trinidad working with curriculum assistants, aides and teachers, the focus of these visits this year have been math, kindergarten communications, science and communications with a session on social studies scheduled.

Upon entering a classroom with three groups in session it is frequently difficult to tell which is the teacher and which the aides. The aides are usually included in conferences with the curriculum assistants and consultants, and the teacher and aides plan each day's activities together, usually in the hour after school with some final plans discussed in the morning. As in most projects with paraprofessional aides, the degree of involvement varies to some extent with the teacher and aides personality, but in all classrooms there is a significant involvement of aides in the learning process of the child.

In addition to the one week summer workshop, the workshops throughout the semester, and the classes they are required to attend at the local college, the aides attend a six week summer session in teacher aide techniques given to Trinidad paraprofessionals.

Four hours of college credit, gained in the summer session, and 36 hours of work experience have been accepted by the two nearby colleges toward a B.A. degree. The tuition for college classes is paid by COP. Course offerings are decided upon after consultation with the career development committee of COP.

The fact that all staff members have either taught or lived in Trinidad for a number of years helps create a climate of staff relationships where communication lines are, if not always wide open, at least clear, and where most dissatisfactions with the project are aired. The role of the principal here is an important one, and the support given by one principal in particular has aided the development of a cooperative enthusiastic staff and better classrooms. Staff communications with parents have become constant and frequent and initiated from both sides.

WHO (Cont'd.)
PARENTS

The PAC consists of two parents from each classroom, one of whom must be from a low-income family. The Committee also includes representatives from the Model Cities Program, Head Start, the Health Department, Community Action Program, and the Mental Health agency. The functioning committees of PAC, each with its chairman, are social, program, personnel, publicity, evaluation, transportation, budget, and grievance; the committees hold meetings independently of the PAC meetings.

Parent attendance at PAC meetings, the home visits made by the parent coordinator and aide, the occasional "Coffees" held in parent homes, and the chatty monthly newsletter sent out by the Follow Through office have created an atmosphere of real parent involvement and readiness to act to improve their children's education.

The extent of the parents' commitment is illustrated by their actions in 1971 when Trinidad's Follow Through funding appeared threatened for reasons unrelated to the program's quality. The PAC sent a night letter to President Nixon, Colorado Representatives and Senators, and federal education officials stating, among other things, that "children are being taught to think for themselves and are being given the tools they will need..." In addition, parents wrote individual letters, and nine parents traveled over 200 miles to Denver to talk to officials.

Parents also volunteer approximately 500 hours each month, in the classroom, on field trips, attending meetings and open houses, taking children to the dentist, and/or assisting in the clinic. In the exemplary Follow Through classes, parents know that they are welcome to visit and help. This openness is one sign of the changes that the project has wrought in Trinidad. The parents are enthusiastic about the program and extremely well informed about its emphasis on the development of conceptual competence.

With the advent of Follow Through and Head Start, Trinidad parents with low-incomes have come to realize that they too are entitled to a role in their children's education. This has been beneficial not only in terms of the children's education, but in terms of subtle changes in family attitudes toward themselves and their role in the community. Several parents have received their GED's with Follow Through paying for the classes; some are taking courses at the local colleges, and Follow Through pays tuition costs. Parent coordinator visits usually average more than 70 per month and are made to all parents; thus, even those who have not become actively involved are kept informed.

HOW (Cont'd.)
COST

Trinidad was spending approximately $480 per public school student, not including federally assisted projects. The Follow Through budget was $132, 381 in 1970-71 and $192, 459 in 1971-72. The additional cost per student in the Follow Through classrooms was approximately $600. The Follow Through budget included aide salaries but not aide tuition fees which were covered by the COP program. Teachers' salaries were not covered by the Follow Through budget.

The sources of the Follow Through funding in 1971-72 were:

Economic Opportunity Act	137, 928
ESEA - Title I	13, 350
Educational Achievement Act of Colorado	18, 181
Model Cities	23, 000

It appeared that the Trinidad Follow Through program would be refunded with no reduction in the lev el of operation. If it were to lose its funding it would be impossible for the area with its low tax base and very low expenditure per child to continue the program as it presently operates. The superintendent said that he would like to maintain at least one aide in each classroom and to keep the classroom arrangements. It would then, of course, be up to individual teachers to work with the cognitive curriculum.

WHAT EVALUATION

Trinidad was not included in the Follow Through projects evaluated extensively by the Stanford Research Institute and the Trinidad system does not have sufficient funds to conduct extensive objective evaluations. The pre- and post-test comparisons available from 1970-71 show:

(1) of the 45 kindergarten children given Stanford Binet IQ tests at the beginning and end of the year, 28 showed gains of from 2 to 27 points, 11 being the average

(2) on the Metropolitan Reading Tests given to second grade, the median results were:

Pre-Test	Expected	Post-Test	Expected
1.9	2.2	3.0	2.85

With these limited results, one could tentatively conclude that this project which stresses each child reading at his own developmental pace may bring about the traditional desired results; i.e., grade level scores on reading tests, more readily than many interventions aiming at the development of all children's skills simultaneously.

An evaluation of the attainment of the High/Scope and local objectives does not require testing but rather constant and sensitive observation, monitoring and communication between all individuals involved in the program -- aides, teachers, curriculum assistants, parents, parent aides, project director, local school and agency personnel, and High/Scope personnel. These communication channels are open and utilized constantly, enabling the High/Scope personnel to go beyond the presentation of a desirable model to colloborate work with the staff on its implementation. At the local level, the " community working together" atmosphere, fostered by parents and central staff, is critical to the attainment of many of the objectives; the objectives that require changes in outside agencies and personalities will, of course, take a longer time.

As was mentioned in the previous section, the prospects for continuation of funding were good. In terms of the implementation of the High/Scope model, this means that the Trinidad Follow Through Project could slowly develop truly cognitively oriented teachers and classrooms. Eventually, High/Scope could withdraw from direct involvement; the curriculum assistants could then train new teachers, and the entire local staff could cooperatively work within the cognitive framework.

EFFECTIVENESS

The Trinidad Follow Through program is based on the assumption that effective learning occurs in children when they are actively involved in the learning process; when they understand its purpose; and when they are given some choice in how and what they will learn. The validity of this assumption is not at test, since it is supported by several years of research on the part of Weikart and others. What is questionable here are factors that relate to implementation.

The project has been implemented in two schools. In one, Follow Through operates in a majority of the classrooms; in the other, in a minority of them. In one school the principal is deeply committed; in the other, although he willingly lends his support, the principal is not highly involved. The two schools, both in the same district, differ vastly in quality. The favorable aspects of this critique refer only to the former school, i.e., the one with more participating classes, an involved principal, and active highly committed parents.

The concepts of the Weikart program have been applied with some success, in the East Street School. The degree to which the East Street School surpasses the other school indicates that situational factors must be considered in implementation of the program. At the East Street School, considerably more progress has been made in accommodating the building to the physical requirements of the program than accommodating the behavioral requirements. On visiting the school, one sees a large amount of teacher effort directed at supporting pupil exploration and pupil choice. However, old habits die slowly. Many of these teachers, in spite of their efforts at encouraging inquiry, often slip back into didactic and directed learning. The project has succeeded in developing and accumulating a variety of materials, which, in most classrooms, provide the child with an extensive range of choices. This is particularly true in the areas of science, social science and reading. The high level of staff morale reflects their enthusiasm for the opportunity to participate in the program. This, in part, may be the result of the fact that the staff was exposed to several curricula patterns, but chose to work with the Weikart program.

Implementing such a program requires a high degree of supervision. In the Elias Street School, one can only be impressed with the knowledgeability, availability, and dedication of the principal. She effectively uses herself and others to provide day-to-day supervision, guidance, and support to the instructional staff. The principal's efforts are supplemented by those of the project's curriculum coordinators who are assigned to the two schools having the Follow Through project and by the assistance of a team of consultants who make periodic visits. This supervision seems to be quite good as it is provided by people who are not only knowledgeable, but who relate effectively with the teachers. They seem not, however, to have dealt adequately with the fact that tradition has left most of us in education more ready for answers to questions than for an inquiring approach to solutions. In observing the supervisory consultants in action, we sensed some teacher resentment directed at them. This occurred because they tended to offer possible alternative solutions rather than definitive answers to teaching problems. Some of these alternatives were inconsistent with earlier alternatives proposed, and this seemed thoroughly to confuse the teachers who preferred to be told directly what to do.

With regard to the community participation, the project seems to have won the informed support of the parents. The parents know about the program, its purpose, and how it operates. Probably, a good deal of this can be attributed to the work of community liaisons who are indigenous to the neighborhood and make frequent visits to the homes of parents. Through the visits, the parent coordinator keep them informed about project activities and listen to comments and complaints concerning the program.

The project, in addition, focuses attention on the economic and vocational status of adults in the community. Parents and paraprofessionals have been able to upgrade their skills through the project's support of their attendance at a local community college. Through the provision of nutritional and health care services, the project has satisfied the concern of parents that their children's physical and medical needs are properly attended to, even though they may not be financially able to do so themselves. This added dimension is illustrative of the project's total commitment to the development of children.

Weikart Follow Through

Trinidad, Colorado

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ARMIJO BILINGUAL BICULTURAL PROGRAM

(West Las Vegas, New Mexico)

ERIC/IRCD Horace Mann-Lincoln Institute
Teachers College, Columbia University
New York
1972

Designed to

develop literacy skills and conceptualization in Spanish and English
build self-confidence
develop Hispanic curriculum materials
foster strong home-school relationships

Through

a bilingual, bicultural program of instruction in which basic concepts are taught in the dominant tongue, that uses ISCET's Spanish Curriculum Development Center series, the Miami Linguistic series, and the Palomares Human Development Series.

open classroom concepts which permit individualized, small group and large class instruction in either homogeneous or heterogeneous arrangements

multi-media instruction (including listening stations, overhead projector; flannel board stories and manipulative flannel objects; Spanish and English films, filmstrips, tapes, and records in Spanish and English used singly and in combination; manipulative self-help instructional material for interest centers; commercial instructional games and audio-visual self-teaching machines)

Armijo Bilingual Bicultural project has resulted in

the achievement of specified academic and behavioral objectives
the creation of a bilingual, bicultural learning environment
more enthusiastic, involved students
closer parent-school ties

SUMMARY

The Armijo Bilingual Bicultural Demonstration Center in West Las Vegas, New Mexico has just completed its second year of operation. The program, which offers bilingual and bicultural instruction in an open classroom for 154 first and second graders, is funded chiefly through ESEA--Title III funds. Recent research on cognitive learning has demonstrated that a child should be taught basic concepts in his native language so as to avoid linguistic and cognitive confusion and thus possible academic retardation. Thus children at Armijo are taught reading skills, mathematical principles, and scientific concepts in Spanish, the dominant language of the predominantly Mexican-American student body. English dominant children, taught in English, receive instruction in Spanish Language Arts. The use of the open classroom permits highly individualized or small group instruction in homogeneous or heterogeneous groupings.

The program is exemplary for several reasons. Most important is its equal emphasis on instruction in both Spanish and English language and culture. Not only are the Spanish-speaking children taught English: the English-speaking children learn Spanish as well. Such bilingual emphasis eradicates the stigma children from minority groups have traditionally experienced in American education. The program has also achieved the behavioral objectives set forth at its inception as well as those in the Spanish Curriculum Development Center materials and in the progress charts of the Palomares Human Development Series. Moreover, the children exhibit a high level of interest and are actively involved in the learning activities. Other exemplary characteristics of the Armijo bilingual, bicultural program are : the culturally oriented curriculum; the specific but flexible curriculum guidelines; the effectiveness of open classroom concepts and grouping strategies; th- in-service training in open classroom and bilingual instruction techniques; the Spanish language materials written especially for American Spanish-speaking children; the teachers' resourcefulness, dedication and ability; the supervision and organization of the Project Director; the effective utilization of aides; and the inter-staff cooperation and frequent evaluation of objectives. Staff communication and cooperation are aided by close ethnic and social ties and parental and community involvement. Although the school's limited enrollment, the staff's cultural homogeneity and the population's stability (neither migrant nor transient) undoubtedly contribute to the program's effectiveness, Armijo's concrete curriculum guidelines, behavioral objectives, commercial and teacher-developed instructional materials and open classroom teaching strategies could be successfully adapted to other bilingual programs.

WHERE

Part of the community of Las Vegas (pop. 17,300), West Las Vegas is the poorer, older section peopled primarily by Mexican Americans who have resided there for generations. The town is in the northern, mountainous region of New Mexico, 60 miles from Santa Fe and 120 miles from Albuquerque. Las Vegas is the home of Highlands University (a small state-supported institution with 2400 students), of a state hospital and a mental retardation facility. While a small group of white professionals are affiliated with these institutions, the vast majority of the labor force are Mexican Americans employed in construction, education (teachers, aides, clerks), hospitals and filling stations. Although housing is less costly than elsewhere, the modal income is only $5600.

WHO THE STUDENTS

Because the town of Las Vegas is actually a fusion of the two earlier communities, East and West Las Vegas, two school districts remain. In addition to the Armijo Demonstration Center, West Las Vegas has a high school, a junior high school, a rural combined junior high-elementary school, and four elementary schools. The 204 students who participated in the center program in 1972-73 are all first, second, and third graders. Most students are from low-income homes and approximately 70% of the children's families are on welfare. They are bussed from various locations. Although Spanish is the dominant language, most first graders who enter the program are somewhat bilingual because approximately 90% have had some Headstart experience.

The Armijo BBC Project is staffed by a director, clerk, media specialist, Spanish specialist, music specialist (2 days a week for a half hour each day), eight teachers and eight teacher aides. The staff are all Mexican Americans. The student-teacher ratio is approximately twelve to one. If the student teachers, who teach for three months are included, the ratio of students to adults is eight to one.

WHEN

Prior to the initiation of the bilingual, bicultural center in the fall of 1970, West Las Vegas had several other government-funded projects, including Headstart, a Title III pilot project in special education and a Title I English as a Second Language project. At present there is another bilingual project in West Las Vegas funded under a Title VII grant and encompassing only first and second grade in the two elementary schools. Unlike Armijo, this project primarily utilizes indigenously - developed materials, a self-contained classroom model, and instruction in English in the morning and Spanish in the afternoon. On occasion both projects share consultants and special speakers. The proposal for the Armijo Bilingual Bicultural Demonstration Center was written by Mrs. Mela Leger, the Center's Director, who was formerly coordinator of the Title I English as a Second Language Project (which utilized the Miami

Linguistic Series). Assisted by Henry Pasqual of the State Department of Education and the center's staff, Mrs. Leger worked out the program design.

WHY

The program was instituted to provide Spanish-speaking children with the opportunity to learn in an environment which capitalized on the cultural and linguistic milieu in which they had been reared. Recent educational literature is replete with instances of children who erroneously have been considered retarded as a result of testing which they could not understand because of language and cultural difficulties. Studies in cognitive learning have shown that a child should learn basic concepts in his dominant tongue in order to avoid linguistic and cognitive confusion; such confusion can produce frustration and actual academic retardation. The objectives of the program of the Armijo Bilingual Bicultural Demonstration Center are directed toward the development of academic competence and self-confidence.

WHAT

Several of the current program objectives were set forth in the initial proposal; others have been added or revised as a result of the first year experience and new developments:

1. Development of literacy skills and concept development in Spanish and English
2. Development of positive self-image through a planned program of instruction for effecting changes in the affective domain
3. Utilization of a multi-media approach
4. Role as a demonstration center for the immediate area in the field of bilingual education and the newer concepts of classroom organization
5. Development of strong home-school relationships
6. Development of Hispanic curriculum materials
7. Individually prescribed instruction through the staff of the center as well as volunteer help from parents, New Mexico Highlands University students, high school and junior high students
8. Development of social studies content in Spanish the first year and the addition of other subject areas in the second and third years (original objective); this had been revised to include the development of all subject matter in both Spanish and English.
9. A pilot testing center for USOE's Spanish Curriculum Development Center materials. Armijo is one of 20 centers throughout the United States which tests and reports to the Spanish Curricula Development Center of the United States Office of Education.

HOW

The classrooms of the Armijo Demonstration Center are brightly and imaginatively decorated with bulletin boards and children's work.

The building is divided into three main areas--the cafeteria, which is also used for classes, and two wings made up of one large classroom each. The Highlands University demonstration class meets at the university all day, returning to Armijo for lunch. All students eat breakfast and lunch at school. For those who can afford to pay, breakfast is $.05 and lunch is $.25. Hot, varied, nutritional, and tasty, the meals undoubtedly are largely responsible for the high energy level observed in this student population. While the school has only limited funds to allocate for dental and medical services, the community, including local church groups and the Kiwanis, contribute, and the school strives to be aware of, and meet, medical needs. For a child who had to undergo a series of heart operations the school parents raised two hundred and fifty dollars through a bake sale.

The Center achieves its objectives through several interrelated techniques: the use of open-classroom concepts; a bilingual, bicultural program with varied, flexible curricula and instructional materials, and the employment of various media aids.

The first, second, and third grades at Armijo are divided into groups of approximately 50 students, and a combination class of 25 first and 25 second graders who spend the day in the laboratory classroom at Highlands University. Each single grade group, and the combined group, occupies a large classroom area. Each group has two teachers and two teacher aides who work closely together and share instructional duties.

The classrooms are divided into 8 activity or interest areas. Children work in groups either independently or under the guidance of a teacher or aide. Under this classroom arrangement, the children move from one activity center to another every 20 minutes. The children memorize their individual schedules and move on their own. Students are grouped homogeneously for some activities (for example, a slow math group) and heterogeneously for others (working in notebooks independently). The children are eager to participate, absorbed in their activities, and able to work independently yet cooperatively.

HOW (cont'd) BILINGUAL BICULTURAL CURRICULUM

The core of the curriculum content is the child, his family, and his world. The children's learning activities in language arts and social studies address such questions as " Who are we?" "What are our needs?" and " What are our resources?" To deal with these questions the teachers utilize the Palomares Human Development Series, which focuses on feelings, interpersonal relationships, self-mastery, and realization; the Spanish curriculum materials developed by the U.S. Office of Education; the Miami Linguistic Series; and local teacher-developed materials which are oriented toward local culture.

Armijo was chosen as one of twenty bilingual programs across the country to pilot test instructional materials in Spanish recently developed by the Spanish Curriculum Development Center, part of the Bilingual Education Programs Branch of the U.S. Office of Education (Title VII). The Center was established to provide the growing number of bilingual programs with desperately needed instructional materials which reflect the special needs and interests of Spanish-background children across the nation.

The materials include Spanish language arts, fine arts, science, math, social studies, and Spanish as a second language for non-speakers of Spanish. Field trial centers are being monitored by two field associates and the administrative coordinator. The centers are also being visited by the project manager, the evaluation coordinator, and the evaluation associates. The materials were developed by a staff of 28 who represent the eithnic and linguistic groups involved (primarily Mexican American, Puerto Ricans and Cubans as well as native speakers of English) and reflect geographic areas in which bilingual programs are distributed (California, New Mexico, New York, Illinois, and Florida). The development of these materials represents the only comprehensive attempt to provide a full curriculum in Spanish adapted to the needs of such target populations. The curriculum outlines appear to provide sound yet flexible instructional activities, and the Armijo teachers are pleased with them and rely on them. (A detailed description of the center and the materials is included in Appendix A.)

Children learn reading skills, mathematical principles, and scientific concepts (geometric forms, measurement, time units) in their dominant language, Spanish. The handful of English dominant students, mostly the children of Highlands University faculty, are taught these skills and concepts in English with supplementary instruction in Spanish language arts. Spanish dominant children are taught English as a second language with the Miami Linguistic Series and the Peabody language development kits. They have a daily period in a mobile unit reading laboratory in which they learn Spanish language arts. Spanish Curriculum Center materials are used for language arts instruction for both English dominant and Spanish dominant children.

Reading skills are taught through a variety of strategies: phonetically, via sight words and through the language experience approach. The teaching staff appears to rely heavily on the language experience approach in which children talk about their experiences and then write them down for other children to read. The Armijo bulletin boards are covered by booklets written and decorated by the children in both languages.

Two sets of materials are used to teach math and science. The SRA series is used in English to teach computational skills on a strictly individualized basis. Small group instruction and the Spanish

Curriculum materials are used to teach mathematical and scientific concepts.

MULTI-MEDIA LEARNING

The SCDC materials also utilize music and fine arts in the bilingual, bicultural program. To meet this need, the Armijo center employs a music specialist and a fine arts instructor, who is a student teacher from England. A music teacher comes twice weekly for half-hour sessions. With cassettes of taped songs in Spanish and English which are included in the SCDC kits, he works on performance objectives outlined by the SCDC (see APPENDIX A). During the period between his visits the teachers sing the songs and work on the objectives introduced by the music teacher.

The teachers utilize a variety of media in their instructional patterns. These include flash cards with translation, spelling and arithmetic exercises which are laminated so that they can be reused. Filmstrips in which both languages are used are incorporated into the language experience exercises. A self-teaching audio-visual machine is on loan from the District.

STAFF

The staff of the Armijo Bilingual Bicultural Demonstration

Center includes a director; clerk; media, Spanish and music specialists; eight teachers; and eight teacher aides. The teaching staff, all bilingual Mexican Americans, was chosen by the project director from other schools. While they felt the changeover to an open classroom difficult at first, they are enthusiastic, resourceful and extremely pleased with the children's high level of engagement.

Inservice training in bilingual education and in the technique of open classroom is provided for both teachers and aides. The entire staff, including the project director, attends one night class weekly. Although the aides and teachers attend different sessions, the course substance is very similar. During the first year of its operation, Armijo used consultants for inservice training. The consultants came from ESEL, Southwestern Council Education Laboratory and the University of New Mexico. Palomares, the author of the Palomares Human Development Series, did the most extensive consulting and training with his materials. During 1971-1972, inservice training was provided by the Highlands University Department in Bilingual Education. Consultants also came from the Spanish Curriculum Development Center to observe the use of their materials. A Title III Teacher Training Center in bilingual education for the state was initiated at Armijo in 1972-1973.

Teachers and aides work closely together. All of the aides are studying to become teachers. Very professional teamwork characterizes this relationship and probably is responsible for the high morale among aides. The teachers share instructional duties with the aides and also consult them to a lesser degree in planning. Unfortunately the teachers do not have any time during the day for planning. The director of the program is largely responsible for keeping the program on target.

WHO (cont'd) PARENTS

Although parents have helped with special school events, plays, festivals, and the construction of shelves and playground equipment, their impact has been restricted to such assistance. In the past, they have not participated in actual policy and curriculum making decisions. However, the school puts out very frequent memos that inform parents of school events, special visits by outsiders, speakers and topics. These have been very effective in motivating parents to learn more about what they can contribute toward their children's education.

At a PTA meeting, several parents canvassed expressed some uneasiness about the seeming lack of structure and authority in the open classroom. They admitted that this hesitancy could be a cultural bias and expressed pleasure that their children much preferred school under this system. The project director appears to have detected this parental apprehension and has scheduled university persons and other speakers to review educational ideas at PTA meetings.

The Board of Education members for the West Las Vegas school district are mostly Mexican American and the Superintendent, Ray Leger, is the husband of the Center's director. Because it is a small town, there seems to be a close network of communication among the board members and among the school staff. However, the demonstration center has received surprisingly little coverage in the local paper.

HOW (cont'd) COSTS

Title III of ESEA provides 95 percent of the funds for the Armijo project, and the state, the remaining 5 percent. In addition, the project utilizes audio-visual equipment which the school district and Highlands University have purchased with Title I funds.

The estimated total cost of the project for the first three years is $300,000. Budget for 1970-71 was $65,000; for 1971-72, $80,000; and for 1972-73, it is estimated to run $88,000. The cost per project pupil is approximately $600 per year (as opposed to a per pupil cost in the West Las Vegas public schools of $365 per year). If the Armijo Demonstration Center maintains its present standards of performance, New Mexico will likely assume funding of the project at the expiration of the federal allocation.

[illegible] (cont'd) EVALUATION

To evaluate the effectiveness of the program in promoting the academic and psychological growth of the pupils, a series of objectives were set forth and progress measured at the end of the 1970-71 school year. As can be seen from the attached evaluation (Appendix B), while many of the objectives were achieved, not all were achieved to the level anticipated at the program's inception. However, a start has been made and the trends appear to be continuing.

EFFECTIVENESS

This project proceeds from the assumption that effective learning in a bilingual community not only requires that the educational program be bicultural as well as bilingual, but that bilingual competence should be the goal common to all who participate in the program. Thus, the principal features of this project in West Las Vegas, New Mexico involve formal and informal language instruction in Spanish for English-dominant children; in addition, a heavy representation of elements from both cultures are incorporated in the total school program. This concept is praiseworthy. However, it is a very difficult concept to implement. Implicit to this program is the concern with equal respect for both languages and cultures. Yet, because it exists in a larger, English-dominant culture, the extent to which such parity is achieved is highly questionable.

This extends from the difficulty of finding teachers who are not only able to use both languages effectively, but who have parity of status, to the problem of community support for the development of facility in Spanish for English-speaking children. One of the implicit objectives of the program is to enhance self-concept in Spanish speaking as well as English speaking children, yet it is hard to avoid the premium which attaches to mastery of English and difficult to provide continuous reinforcement of Spanish for children who return to English-speaking homes. However, given the low percentage of Anglos in this program, the rewards in the natural setting for mastery of Spanish may be greater.

In addition to this set of problems, this model places heavy responsibility on the teacher for bilingual competence and a burden of work that many may regard as excessive. The task of developing and organizing materials in two languages and of continuing concern for ensuring that neither the language usage nor the processes of instruction demean the lower status language involves considerably more work than does teaching in a single language.

Since the project correctly perceives personal-social development (self-concept, self-confidence, self-realization) as goals of the program, as well as facilitators of language competence, a significant auxiliary element involves the use of the Palomares Human Development Series.

It is through this work that teachers provide complementary learning experiences in personal-social development. The combined efforts represent a major undertaking; nonetheless, they appear to be implemented with a high degree of effectiveness. The exemplary qualities of this program are reflected in its specificity of guidelines, clarity of objectives, appropriateness of materials, flexible organization of instruction, in-service training of teachers and aides, and parental involvement and enthusiastic dedication of its teachers. The effective integration of these varied elements into a single program would represent a major achievement in any school district. The fact that it has been substantially achieved in a small community like West Las Vegas may be due to factors idiosyncratic to this community. But, the concepts and spirit reflected in this program are worthy of consideration by schools struggling with the problems of education for bilingual populations.

APPENDIX A

SPANISH CURRICULUM DEVELOPMENT CENTER

The Center is still in the process of producing, field testing, and revising 48 multi-disciplinary multimedia Spanish curricula kits, 16 of which will be for first grade, 16 for second grade, and 16 for third grade. Each kit will be designed as a two-week unit, and will contain materials for teachers and materials for pupils conducive to the development of six strands in Spanish: (1) Spanish language arts vernacular, (2) social science, (3) fine arts, (4) science, (5) mathematics, and (6) Spanish as a second language. The materials for each strand will be so designed that they may be used independently or in combination with the materials for other strands in the kit.

The Spanish language arts vernacular strand in each kit will extend the language that the Spanish-dominant children bring from their homes through structured and unstructured oral language experiences designed to develop Standard Spanish, at the same time recognizing and developing respect for regional dialects. It will also provide structured and unstructured reading experiences designed to systematically develop (1) Spanish decoding skills, (2) skills prerequisite to effective use of reading in the content areas, and (3) habits and tastes in the reading of Spanish literary-type materials.

The social science strand in each kit will be designed to help the learners discover basic generalizations of the social sciences on an elementary level and familiarize the learners with the process of inquiry so they may independently discover and order the rapidly changing world around them. It will give major importance to the diversity of socio-economic and cultural make-up of the target groups for which it is meant, and it will provide for such differences at the local level. The content will be organized around high level abstractions, such as change, interdependence, and differences. These abstractions will serve as main threads throughout the strand, connecting important generalizations taken from the social sciences, such as " individuals belong to many groups and therefore occupy several different statuses". Specific facts will be selected to develop these main ideas. Concepts will be designed to be revisited systematically, resulting in a spiral of concept development. To aid the pupils in arriving at the social science concepts, the social science strand will utilize teaching strategies designed to help them organize large bodies of data and analyze similarities and differences or case effect relationships. Also utilized will be strategies to explore the affective domain of feeling, attitudes, and values.

The fine arts strand will focus on music and art. The music portion will be so designed as to reflect a broad experience in a wide range of musical traditions from the Spanish-speaking world.

The science strand in each kit will be organized around the basic process of observing, using time/space relationships, classifying, using numbers, measuring, communicating, predicting, and inferring.

OBJECTIVES--SECOND GRADE	PROGRESS IN REACHING OBJECTIVES
1. Sixty five percent of the students will read All Systems Go, last book of the Miami Linguistic Series and perform 90% of the reading and study skills required for that particular book.	50% of the second year students are at the midpoint in the reading selections of the Miami Series so it is presumed they will complete the final book and perform study skills as required in that book.
2. Fifty percent of the students will write creatively short paragraphs in both languages based on their experiences or on the reading selections they have read.	50% of second year students are currently writing creative stories in English and Spanish based on learned vocabulary and structures while drawing on their experiential background.
3. MATHEMATICS Seventy-five percent of students will be able to do mathematical computations using two and three digit problems.	50% of the students are able to do two and three digit computations.
4. Fifty percent of the students will demonstrate ability to figure out mathematical process when given four story problems.	50% of the students can figure out the mathematical process when given four story problems.
5. SELF-CONCEPT Development of positive self-image through a planned program of instruction for effecting changes in the affective domain.	95% of the students are making satisfactory progress in the affective domain as measured by the Human Development Rating Scales kept on each child.

APPENDIX B

SAMPLES OF 1971-72 OBJECTIVES

OBJECTIVES--FIRST GRADE	PROGRESS IN REACHING OBJECTIVES
1. Seventy percent of students will demonstrate command of phonology of both languages by approximating speech of native speakers of the language as measured by sound mimicry tests and tape recordings of students.	taped dialogue at the beginning of school and one at this time indicates that 90% of the students speak well in both languages, approximating the speech of the native speaker of the languages.
2. Seventy-five percent of the students will write simple sentences using words from their reading vocabulary in both languages.	75% of the children can write simple sentences utilizing vocabulary from reading series, employing manuscript orthography in English and cursive orthography in Spanish at the midway point in the school year.
3. SOCIAL STUDIES Seventy-five percent of the students will be able to identify and summarize some of the human needs and the importance of having human resourses.	75% of first and second year students can express orally his role in the classroom and in the family, his wants and needs in the classroom and in the family and his resources in the classroom and in the family.
4. MATHEMATICS Eighty percent of the children will demonstrate understanding of sets by using that concept in addition.	80% of the children demonstrate basic operations of addition and subtraction using sets having from 1 to 10 elements.
5. Seventy percent of the students will be able to describe the vocabulary of modern mathematics	70% of the students can name and describe properties and geometric figures in both English and Spanish. They can demonstrate their knowledge

Skills for successful completion of each process will be developed and revisited in increasing depth. For example, skills inherent in the process of classifying are those of identifying, naming, and ordering. These skills will be revisited several times in various activities before an actual classification activity takes place. The program will utilize these basic processes when dealing with content material from mathematics and social science as well as science, and will utilize the teaching strategies indicated in the social science strand above.

The mathematics strand will develop concepts typified by "modern math" programs as a whole, including such topics as sets, simple geometry, the number line, measuring, addition and subtraction, and simple chart construction.

Ths Spanish-as-a-second-language strand will provide English-dominant children structured and unstructured oral language experiences designed to develop oral Spanish, and will phase the English-dominant children into Spanish reading once the basic decoding skills have been mastered in English. The linguistic target features of this strand will be identified through contrastive analysis, but the sequencing of target features will be strongly influenced by the sequencing of the content from the subject matter areas.

OBJECTIVES--FIRST GRADE (cont'd)

such as sets, subsets, geometric figures in both languages.

PROGRESS IN REACHING OBJECTIVES (cont'd)

of sets and sub-sets by the cognitive and psychomotor performance of addition and subtraction of elements up to ten.

Armijo Bilingual Bicultural Program

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APPENDIX D

NOMINATED DESEGREGATION PROGRAMS

Berkeley, California

Orangeburg, South Carolina

DESEGREGATION

(Berkeley, California)

ERIC IRCD Horace Mann Lincoln Institute
Teachers College, Columbia University
New York
1972

Introduction

Desegregation of the schools in the Berkeley Unified School District has taken place in two stages, each stage reflecting years of political struggles and endless meetings. The high school, the only one in the district, has always reflected the population of the district. One junior high school and three of the sixteen neighborhood elementary schools had a student population which included a large percentage of both blacks and whites prior to formal desegregation. The junior high schools were desegregated in 1964. At that time, two of the 7-9 schools were predominantly white, one predominantly black. Subsequently one school became an all-city grade nine, and the other two 7-8. In 1968, the twelve elementary schools were divided into K-3 and 4-6 schools in four residential zones with approximately 3500 elementary children who live beyond walking distance being bused to school an average of 15 20 minutes each way every day. Since that time the majority of Berkeley's staff, parents and students have worked together in various ways to implement total integration; h owever, most agree that they have not yet reached this goal. But the efforts to replace tracking with heterogeneous classrooms have met with near total success; the ratios of minority staff in teaching and administrative positions have increased significantly; and people are tackling the school board's most recent goals dealing with the development of basic skills for minorities and the elimination of institutional racism. While Berkeley schools are desegregated, not totally integrated, they are staffed, studented, and parented with a significant majority of those who seek to develop "total integration" in their community.

Three main factors have created in Berkeley a desegregated situation conducive to equal educational opportunity: (1) the superintendent and the school board's strength in their main decisions and their involvement of as many staff, community members and students as possible in the planning stages; (2) the concern of staff and community for Berkeley's children; and (3) the board and administration's adoption of a model goal of pluralism involving a real share of power.

Setting

Berkeley's population of approximately 120,000 is rather densely spread over a ten and one-half square mile area between the San Francisco Bay and the hills. Berkeley is a lovely city with many well maintained and occasionally psychedelically painted older, frame houses in the "flats;" the University buildings and grounds, and the more expensive homes and parks in the 'hills." Since the University provides jobs for one-third of Berkeley's jobholders, and since its students and faculty lend several definite character flavors to the city, the school's influence is major. It is the University's presence that has enabled Berkeley to become a city of 120,000 without acquiring the industrial atmosphere of Oakland to the South and Richmond to the North. The high cost of real estate makes it difficult for upwardly mobile lower and middle-class citizens to find houses in the community.

The University's presence has not meant, however, that this is an ivory-tower city. In the years after World War II, Berkeley's black population has increased and faced a situation of defacto housing segregation. As the black school population increased during the 1950's to 30%, over half of the elementary and junior high schools became 90 to 95% black or white. More recently, the Chicano population has increased and resides primarily in one neighborhood, a neighborhood characterized by very poor housing conditions. At times 20% of Berkeley's black population has been unemployed, and 1200 of Berkeley's 15,000 public school children qualify for Title I funds.

Currently, blacks account for over 30% of Berkeley's population and for 45% of its school enrollment. Chicanos make up 3.8% of this enrollment; Asians, 6.3%; whites, 43.3%; and "others" 1.6%. These students are divided among twelve K-3 schools, four 4-6 schools, two 7-8 schools, one 9 school, and one 10-12 high school, and one continuing education high school. Many of the elementary and junior high buildings are old and, although well maintained, will need to be replaced in the not-too-distant future. Portable classrooms are used in many of these sites; some have been in use nearly as long as the schools themselves.

Although Berkeley may reflect a more liberal citizenry than many communities, a city-wide housing ordinance proposal was rejected in 1962, and many recent major office-holders have been politically conservative. However, Berkeley's current five-man school board does reflect the politicized nature of the community. Current members include two blacks, the mayor and assistant mayor are black, and the district containing Berkeley sent a progressive and outspoken black to the U.S. Congress in 1970. Many Berkeley activists, and this category would include a sizable percentage of the population, seem to have gone beyond the rhetoric and may have become experienced in bringing about desired changed both within and without of the institutional structure. Much of this experience was gained in the struggle to desegregate the schools.

Overview

In September, 1958, in response to a letter and a presentation to the school board by the local NAACP seeking racial equality in education, a 16-member citizen's committee was appointed to " study certain interracial problems in the Berkeley schools and their effect on education. " On the basis of this committee's report, efforts were made to change the "human relations climate" of the schools through increased hiring of minorities, reassessment of textbook content, and teacher discussions on race relations, but no recommendations regarding desegregation were made. When CORE confronted the now more liberal board with the reality of de facto school segregation in 1962, other citizen groups supported its request for a study and changes. The 36-member committee reflected various racial, economic and occupational interests. The committee presented its findings in October, 1963, eight months after its founding. At a meeting attended by more than 2,000 the committee noted that residential segregation has created racial isolation in the schools; recommended total desegregation; and presented alternate plans for its achievement. A series of public meetings followed with the anti-desegregation forces increasing the vociferous opposition. While a five-member staff committee elaborated a plan based on the recommendations, each school's parent group held meetings to discuss the findings and recommendations, other public meetings continued and staff workshops were conducted. At a May, 1964 meeting, the board unanimously voted to adopt the secondary part of the plan based on the citizen committee's report and the staff revisions and to table the plan for elementary desegregation. More than 3,000 Berkeley citizens attended this meeting many united in Parents for Neighborhood Schools, a group dedicated to reversing the board's decision to implement the plan.

Supported by the local newspaper, this group did succeed in getting a recall election for board member in October, 1964 which was defeated by a 60% margin. Yet even before the recall vote, the junior high schools were integrated in September, 1964, all reflecting a racial balance of approximately 50% white, 40% black, 8% Asian, and 2% "other." As each family is responsible for the child's transportation after the 7th Grade, no district-supported busing was involved.

Superintendent C. H. Wennerberg resigned in order to study for his Ph. D., and Dr. Neil Sullivan was named his successor in Fall, 1964. Both of these men were committed to total desegregation in the Berkeley schools. This attitude of decisiveness pervaded the predominantly liberal school board and set the style for the developments which preceded the initiation of elementary desegregation. The board agreed to the superintendent's suggestion to appoint yet another citizen's committee to review the school situation. This 138-member Master Plan Committee, which reflected Berkeley's diverse population, was to establish long-term guidelines for the district as well as to suggest short-term solutions. Although this committee's 600-page report was delivered five months after the board had made its final commitment to implement elementary desegregation, its recommendations and its ability to meet and provide guidelines for five years are testimony to the committee's comprehension of educational issues.

Among these recommendations were abolition of the "tracking system." Since this system tended to produce de facto segregation in the classroom, the committee contended that it reduced pupil self-expectations and teacher expectations.

In the meantime various activities throughout the district prepared the community for elementary school desegregation. Under Title I funds, 250 black elementary students were bused from the "flats" to the "hill" to reduce class size. Teacher in-service training was expanded, and new emphasis was put on the need for sensitivity toward pupils' feelings about being different and toward others who are different. Afro-American history courses were taught in the fifth grade classes on a city-wide basis in 1967. Berkeley residents voted to substantially increase school taxes at a time when many communities were saying "no" to similar expenses.

Thus, it was with a comparative minimum of community dialogue and after hearing appeals from civil rights and teachers groups for total desegregation, that the board made a commitment in the form of a policy statement in the spring of 1967. A specific plan was to be adopted no later than January, 1968; with actual integration implemented not later than September, 1968. A seven-member district task force worked through the summer, assembling data on how integration could be achieved and analyzing the plans submitted by the community and by institutes and study groups throughout the country. A workshop held by a group composed primarily of blacks who had been involved in the fight for desegregation was attended by the superintendent and became a model for many of the endless community meetings which followed. Parents were encouraged to attend these meetings with total frankness in discussing feelings being the only thing demanded.

The task-force committee tried to remain responsive to faculty and community in-puts. All teachers were given time off to discuss plans and make suggestions. Aware that teacher support was crucial, the administration tried to meet fears directly and to develop in staff members a sense of optimism about the educational challenge presented by a truly pluralistic, integrated setting. The Berkeley Educational Association and the Berkeley Federation of Teachers went on record as supporting immediate desegregation. During the 1967-68 school year, fourteen teachers were hired as regular substitutes, enabling regular teachers to visit and teach in other Berkeley schools. Three-hour small group seminars were held regularly to provide teachers with the opportunity to discuss these visits and to begin to devise their group and individual plans for teaching in integrated classrooms. Numerous demonstration sessions were held.

A committee of 35 staff members met with the superintendent to select an integration plan. The plan they submitted to the board converted the elementary schools into K-3 and 4-6 schools, with implementation necessitating busing of both 'hill" and "flats" students. Numerous community meetings preceded the final adoption of the plan, with revisions made at these meetings reflecting the emphasis placed on integrating all grade levels to reflect the district's overall enrollment. A Speakers' Bureau operating out of a newly created Office of Elementary Integration supplied resource speakers, both professional and lay people, for those in the community who wanted to discuss the proposed plan and alternate possibilities.

Several priority concerns came up at these meetings. One was the question of student discipline, with the district responding that special "Help" centers would be established and that principals would personally inform parents of the discipline expectations in each school. Another question concerned the question of classroom heterogeneity, intellectual as well as racial and socio-economic with many parents fearing that their high-achieving, intellectually gifted youngsters would suffer. Responses on this issue referred primarily to the many supplemental programs provided by the district for special needs of particular children, including the state-funded program for gifted children for which approximately 10% of Berkeley students qualify.

Subsequent to the board's adoption of the K-3, 4-6 plan in January, 1968, meetings were held for parents in each attendance zone which contained one 4-6 school. Transportation and boundary aspects of the integration program were discussed and parents encouraged to ask questions. It was explained that the busing pattern would be developed by computers with a card for each school child containing information on age, race, address and school fed to the computer. On the basis of this data the districts' transportation office worked out "ride zones" including routes and stopping points for the 3,500 children to be bused, including those K-3 students who lived over 3/4 mile from their assigned elementary school and those 4-6 students who lived over 1 mile from their assigned intermediate school. Prior to September parents received cards explaining the routes and were given "dry runs" on the buses so that they would know exactly what their child's trip involved. No child's ride exceeds 30 minutes (the average is 15 to 20 minutes), and school times are staggered so that the buses can carry older children first to the intermediate schools and then younger children to the elementary schools.

"Bus aides" were to ride the buses the first few weeks, and late buses would be provided daily for these children wishing to stay at school or visit friends near the school.

Pupil preparation for desegregation included a two-day overnight encampment for all fifth graders with approximately 100 children at each two-day session. Activities at the encampment allowed children of different racial groups to pursue or involve themselves in common experiences. Other activities included a citywide inter-group Youth Council, intra-school student relations committees, grade-level cross school meetings, class discussions on race relations, class exchanges, a few "sensitivity" sessions, school visits and zone-wide play days.

The community was prepared through a monthly paper, the "Tab," beginning in March, 1968 and mailed to every city address and by a precinct-style canvas of the entire city undertaken two weeks prior to implementation by a staff of approximately 500 volunteers. Home meetings were conducted extensively by PTA's, by the Inter-group Education Project, by individual schools and by other community organizations. PTA's organized inter-zone parent meetings, schools held openhouse for the entire community and churches were informed and supportive.

The great majority of the teaching staff received its first choice in terms of teaching assignments, with the staffs of some schools reflecting many changes, generally due to teachers leaving with a principal, and of others almost none. The board mandated that all staff who work with children take a course in minority history and culture and this program was implemented in the spring of 1969 with staff able to choose between the seminar, dramatic performance, problem solving, or encounter group mode of learning.

The above outlines the major events leading to the actual implementation of elementary school desegregation. The commitment of the board and the superintendent to this process was essential. As Berkeley attempts to grapple with the problems of true integration, a similar commitment on the part of the superintendent, Dr. Richard L. Foster, and the present board has been maintained. It is reflected in the following goals and objectives which the board had adopted as emphasis for the allocation of resources for the fiscal year 1972-73:

1. Develop the communication and other basic skills of black and Chicano students.

   We reaffirm our continued commitment to providing a quality program for the wide range of individual differences among all children of all ethnic groups.

2. Develop increasingly comprehensive programs of elementary education.

   We reaffirm the need to deal with the immediate as well as the long range commitments to a quality program for our secondary and adult students.

3. Accelerate effective programs for staff training and development with emphasis on elimination of racism, on human interaction and on understanding among administrators, school staff, students, and community.

Project Operation

As indicated by the first goal enumerated by the school board, individualization is at the heart of the educational process in the Berkeley schools, particularly at the elementary level. With a goal of making schools into "neighborhood centers" reflecting the diversity of the entire school zone, parents are not only participating in actual classroom dynamics, they are deciding which program they want their child in.

In some schools, the choice may be between a Follow Through class, in others between a multi-age or a single-age grouping, in others between a "traditional" and IPL (individualized, personalized learning) and a bicultural classroom in others simply between one teacher's style and another's. In walking from classroom to classroom and from school to school, one sees a wide range of teaching styles, of classroom arrangements, of styles of grouping and of individualization. With the exception of two small "hill" schools (where there is a low percentage of black children and where the percentage will be increased next year), classrooms at this level closely reflect the ethnic populations of the district in terms of ratios. Since parents are given a choice of classrooms it is not always possible to accomodate all parents and maintain the ratios. In such cases, compromises are usually not difficult to reach. Most parents make their choices on the basis of observations of various classrooms and teaching methods.

The personalized instructional approach favored by many of Berkeley's elementary teachers often leads to a classroom structure with desks or chairs spread around the room in various groupings and interest centers, learning centers, and accessible materials lining the walls. Some classrooms also have rows of desks, as certain teachers have discovered that while children's curiosity and intellectual interests are aroused and maintained in the centers, they also like having specific desks belong to them. Others have found that a shelf and a rubber dish pan full of "my things" serves the same purpose. These arrangements are less important than the teachers' responses to learning styles and here there are unifying features which appear in varying degrees in the vast majority of Berkeley's elementary classrooms. These could be characterized as evidence of pupil involvement in learning activities, evidence of continual adult efforts to identify and respond to individual pupil needs and evidence of a great deal of adult cooperation.

Cooperation in the eight targeted Title I schools which have instructional aides often comes in the form of teachers and aides working together in active efforts to identify and respond to individual children. In other schools a great deal of team teaching takes place; much of it is planned according to curricular areas, but a great deal developing spontaneously as a result of an activity or an idea that evolves on a specific day. Numberous programs which involve secondary students, college students, parents and community members in classroom and individual tutoring add to the number of adults available to the children as resources.

Although there is an air of freedom of movement and spontaneity in these classrooms, it does not follow that teachers are given free rein to "do their thing." As one principal says, "I want the teachers to show me the systematic way they teach kids reading; not just their objectives, but what they're going to do each step of the way." He believes that the self-actualization which he encourages his teachers to strive for in their teaching styles has helped give them the confidence to better apply a systematic method of teaching reading on a personalized basis.

Watching the children in these classrooms as they actively relate to the materials and opportunities made available to them, it appears that this principal is on the right track. However, there are still a number of slow or non-readers in the Berkeley schools, most of them minority children, and the administration cites the presence of these poor readers as one of Berkeley's major problems. Although reading is given top priority in all elementary schools, approaches vary in terms of materials created and uses as well as in terms of activities. Most teachers work out an individualized reading program for each child, sometimes with the cooperation of a reading specialist. Reading skills centers exist in some schools where children receive individual help from specialists. Peer tutoring may spontaneously develop, especially in the multi-level classes. Principals review individual reading progress and many have scheduled the school day so that teachers have extra time to work with small groups on reading.

Multi-level classes are the norm, both at K-3 and 4-6 schools; rarely do the groups encompass more than three levels. Teachers choose whether they want such a class; more and more teachers are doing so and enjoying the challenging, creative kinds of possibilities such a situation offers. The increased openness and the presence of additional adults, which the neighborhood center concept of a school has helped to create, make such multi-level classes easier to implement. In one school where the sense of staff team work is particularly strong, teachers continually assess individual children's needs in terms of whether they should remain in their present room or whether they might better benefit from another teacher's approach.

Two parent conference days are scheduled each year, at the end of period I and period II of the three marking periods. Progress reports sent home supply the Grade K-6 parent with the child's text level in reading, spelling and math and an indication of his progress in curricular and behavioral areas on a four-point continuum: Excellent Progress;

Satisfactory Progress; Working Below Capacity; and Special Learning Problems. This form provides parents with enough information to discuss the child and his development in a manner helpful to both teacher and parent. Schools close on the day these conferences are scheduled; parent attendance is consistently high.

The busing of these elementary school children has become something so accepted by the children that the question of whether to continue busing or not is not raised. In those schools where hours are staggered for reading groups, it has been possible to arrange small groups without segregation. The bus aides who ride the buses do so only the first few weeks of school; the bus drivers--the majority of whom are minority women--find that they have very few discipline problems.

Berkeley's secondary schools have been formally desegregated for a longer period, grades 7-9 for eight years, and grades 10-12 since the schools were established. However, the community's recent awareness that kids are not receiving an equal education simply by virtue of being in the same school each day has precipitated changes. The usual secondary pattern of required,mixed with elective courses prevails at these levels, and the number of courses related to contemporary American culture and to minorities has increased and diversified over the last ten years. There is now a coordinator of black studies at the high school. In 1970-71 a pilot program in reading skills or "decoding" was developed at one junior high school. Students have one semester of intensive study in a class with two teachers to 15 students. Reading scores improved and currently similar efforts are being stressed in other secondary schools. The high school began its reading lab in February, 1972 and is moving in a similar direction in math while stressing in-service training in the teaching of basic skills for some staff members. Approximately 130 secondary students are studying at the continuing education school, having been transferred there from the regular system. The program for these 130 students is more personalized than that of the regular high school, with follow up to the home when students are absent and other systematic efforts to show individual concern for students. This population has a higher percentage of blacks (60%) than that of the total school enrollment. Suspensions and expulsions must be approved by the board and are extremely rare.

A major thrust of current efforts has been to make available a wide range of possibilities for all students in such a way that they can relate course material to the concerns of their own lives. The development of alternative schools has been one of the main channels through which this effort has taken concrete shape. The earliest such schools developed at the high school, consisting of groups of 75 to 200 students and 5 to 10 teachers seeking to form communities with negotiated and individualized programs. Demands for ethnic identification eventually led to the formation of a Black House, and, more recently, a Casa de la Raza for Chicano students. In June, 1971, Berkeley received a federal grant to continue expansion of its experimental schools program (district personnel prefer to refer to them as alternative schools). Eventually, 24 schools will be developed; 17 were in operation in Spring, 1972. Four of these schools were situated within elementary schools, seven were on secondary campuses and six were housed in separate quarters. The schools vary a great deal in terms of emphasis, structure and participation; in some the initial promise has not been realized; others appear to offer few alternatives to the regular structure.

Other special programs abound in Berkeley. An "Equal One" program in a 4-6 school has the children separate into ethnic groups two hours per week so that sensitive issues can be discussed frankly. A Parent-Child Center provides care for infants while their mothers attend high school and also offers classes in child care and related subjects. A Homework Center Program is being developed and community workers will be the main personnel for homework centers established in various homes. In addition to these modest one-school or one-area programs, large scale projects such as Head Start, day care centers and Follow Through continue. The Follow Through project, which uses the Responsive Environment model, illustrates the care taken to maintain a desegregated situation whenever possible. While all children in Head Start and the state-funded preschool project are eligible for Follow Through, principals, teachers, and aides talk to middle-class parents at registration time about the project. Many of these parents choose this program for their children with the knowledge that they will be accepted if they, as parents, make a commitment to become involved in an active way.

While efforts to desegregate classrooms have been successful, it is still obvious that as the children move through the grade levels they tend to segregate themselves socially, although there are many exceptions. Nearly all of the participants in traditional high school extracurricular activities such as student council and sports are black; this is as much a function of white students "copping out" on these activities as of blacks "taking over." The younger children do not evidence this degree of extracurricular separation. Although there is occasional scuttlebutt about "racial incidents" in the secondary schools, incidents which do occur infrequently appear to be racially initiated. As several of the elementary schools have very limited playground space, some fighting does occur. However, when the staff has organized games, this fighting has been minimized, indicating it was more likely the result of crowding rather than racism.

The attitude of many of those who deal with "discipline problem" children sheds further light on the Berkeley philosophy. A principal will talk with students after a fight, discuss "why," offer candy, and proceed to ask questions which will elicit a discussion of the "why's" from each point of view, hopefully leading to increased awareness of the sensitivity of human relations. Another assistant principal will occasionally look at a child waiting in the principal's office and say, "Now, why are you here?" disarming the child who assumes he will not get to tell his "side" of the story. A counselor at a 4-6 school who formally worked in the attendance office noted the efforts to work with families and agencies before labeling a child "truant." Similarly, the health consultants work closely with public agencies and clinics and visit families whenever they believe this the best method of working with a child's situation.

When the elementary schools were desegregated, the Title I funded instructional aides were dispersed throughout the district. Since it was felt that this dispersed effort lacked effectiveness, the number of schools receiving these funds was decreased. In addition to instructional aides, these funds are used for community aides, for curriculum assistants, and for vice principal/coordinators in the 'target" schools. State funds during the 1970-71 school year focused on increasing parental involvement primarily through workshops that emphasized parental work with children at home. Through intensive dialogues with teachers and through an extended discussion with administrators, aides have been able to define their role in a manner which lends itself to increased and active participation in classroom activies.

Efforts to achieve the goal of eleminating institutional racism are manifested in the operation of many features of the educational program. Although nearly all classes have been grouped heterogeneously for several years, both ethnically and according to academic aptitude, many teachers feel insecure in the settings and question their own ability to identify and respond to all pupils' needs. Cooperation with aides, specialists, and other classroom volunteers has helped in the situtation, but the need does persist and continued articulation has led to the beginnings of in-service efforts to deal with this problem. The depth of this teacher need became highlighted during the year 1969-70 when the board first formulated the goal of "a year of academic growth for every child for each year spent in the classroom." This commitment forced many teachers to ask themselves if they really were expecting less in terms of academic performance from minority children.

California's "High Potential" program for gifted children who test in the 98th I.Q. percentile provides supplemental funds for special out-of-class activities for the 10% of the Berkeley children who qualify. Aware that the application of this criterion leads to a program with an overwhelming majortiy of white and Oriental students, a process has considering the number of minority certified candidates available at the present time. While several of the experimental schools and the pre-schools are staffed predominantly by minority staff this does not appear to reflect a tendency to provide supplemental or "dead end" positions. In fact, when previous such programs have been phased out, staff has been retained in other positions, and, when a financial crisis faced the district in 1970-71, the releasing of teachers was ruled out as a money-saving devide. Nine of the 21 principals are from minority groups (six black, three Oriental) and four of the twelve assistant principals are from minority groups. The positions of Assistant Superintendent for Instruction, Business Manager, Human Relations Director and similar high-level central administrative positions are held by blacks. The staffs of all regular schools reflect the over-all staff ratio, and teachers seem to feel that they have a say in their assignments. The high school counseling staff includes a large number of minority members as this has proven to be an area where a student's personal identification can be essential in the counseling relationship. There are a number of Spanish bi-lingual teachers working in full and part time bilingual programs, though there are few, if any, Chicanos in higher administrative positions.

Berkeley has succeeded in achieving a nation-wide reputation for providing stimulating teaching and learning situations, and more applications are received than positions available. The current freeze on hiring necessitated by the budget crisis has slowed down the board's policy of moving toward a "staff representation more proportionate to the racial composition of student body and community."

A plethora of workshops, in -service sessions and meetings is available for teachers in Berkeley's various schools and special programs.

These are often "how-to" sessions, emphasizing a particular approach or specific materials. Principals appear to be aware of their staff's individual strengths and weaknesses and work to minimize and eventually to correct these weaknesses. All certified and classified personnel have taken a course in minority history and culture planned by their representatives along with student and community groups. However, this program did not intend to deal fully with the problem of heterogeneous classes. Since there is a dirth of relevant materials for the teaching of such classes, in-service training sessions will have to be somewhat experimental, with a great deal of local planning.

Of the more than 150 instructional aides, the majority are black and female. Though few aides have taken advantage of the COP to become certified teachers, this does not indicate a lack of continuing interest in the educational process. Prospective aides should have a child in the school in which they intend to work. Thus, the aides can provide classroom teachers with daily professional association with a parent/colleague.

Berkeley's two teacher associations, the Berkeley Education Association and the Berkeley Federation of Teachers, represent approximately 900 of Berkeley's 1050 certified personnel. The supportive role taken by these organizations in the process of desegregating and increasing minority staff has meant that Berkeley has been free from the strifes involving unions which often accompany such major changes. They also demanded that no staff be released during the budget crisis when a last-hired, first-fired policy would have led to the release of many minority staff members. Although the top leadership of both organizations is white, minority members in a representative ratio sit on their executive councils.

Black ACES, a recently formed organization of black certified personnel, has assumed a more activist role in activities such as investigating the placement of children in educationally handicapped classes.

Students

Berkeley's student population rather accurately reflects the ethnic and social diversity of the community. The more than 10% who qualify for the "gifted" program, nearly all white and Oriental, indicate that the system has a high proportion of such students compared to the country as a whole. On the other end of the scale, many youngsters, the overwhelming majority of whom are black and Chicano, reach secondary schools without acquiring the basic skills, indicating the presence of those deteriorating urban conditions, both in-school and out-of-school which have resulted in such non-readers.

Because of the University a large counterculture exists in Berkeley, and this has contributed to this atmosphere at the high school. The overwhelming majority of these students who flirt with alternate life styles are white middle and upper-middle class, though the tendency to cut classes seems to permeate almost all ethnic groups. While cutting is not a grave problem in the elementary schools, in contrast to the high school's 40%-50% absentee rate, these children too are amazingly sophisticated vis-a-vis current political and social issues. This sophistication, plus the day-to-day racial contact which began in 1968, has created a situation in which children of all ages are becoming increasingly able to talk openly about racial conflict and to appreciate each other's differences.

Parents/Community

Parents and community members are actively involved in the schools in various formal and informal ever-changing ways. PTA's have taken an aggressive approach in terms of their participation; as a result, though they may still hold picnics and flea markets, their major concerns tend more toward constant communication with staff members and a decision-making voice in how the schools operate. The city-wide PTA Council reflects the racial composition of the district as do most local PTA's (Chicano's, however, do not appear to be well represented), with a black Chairwoman, and several other minority officers. The level of discussions at one meeting of this council indicated a willingness to investigate issues and to perservere in any efforts to bring about change. Parents now sit on most administrative decision-making committees, and the Council Chairwoman's attitude that the only way to maintain reform is to "reform the reformer," seems to have resulted in a child-parent advocacy position on the part of many of those involved.

Not all parents have chosen the PTA as their channel for participation, though a newly-instituted decentralized budget procedure will provide increased parental input at this level. Recently, in-school participation has become the main arena for parental involvement. The doors of all schools are open (though, due to variations in the complexion of principal-teacher-parent relationships, some are "more open than others"), and parents can be seen helping in class, tutoring outside the classroom; assisting in special centers; taking a group of children on a trip, or observing classes to decide which one they wish to choose for their children in the following year. The introduction of parents as paid instructional aides in the mid-60's gave impetus to this development, and 150 aides in today's classrooms do provide additional and continued community input. More and more men are taking a role, both in in-school and in organizational affairs, a trend that Berkeley's vocal female "minority group" enthusiastically supports. Day-to-day parent involvement at the secondary level is still much less prevalent than in the elementary schools.

While the NAACP, CORE, and other civil rights and parent groups initiated and took an active part in the desegregation planning, they have not felt it necessary to continue such an intensive involvement in the schools. "The Morning After" sheet summarizing board meetings is widely disseminated; board activities and decisions are a frequent topic of conversation; and many community members active in the schools serve in other organizations. In these informal ways, community groups keep informed and able to support or oppose school policies and procedures.

But what of many of the black and Chicano parents who are not interested in joining organizations and attending meetings where articulate verbalizations prolong all decisions? As these people prefer less verbalization and more decisive actions, they frequently cease to attend such meetings. A part of the current focus on the elimination of racism is to ask "why" do they stop participating and "how" can we work so that all styles and value systems can cooperate in a truly pluralistic parent parent participation effort. Though asnwers are not easily found, phrasing such questions is a big step forward.

Funding

Berkeley's total school budget for 1970-71 was $25, 207, 903 and for 1971-72 was projected at $ 26, 479, 386, including $ 4, 325, 379 from state, federal and private agencies. Cost per pupil was estimated at approximately $ 1, 800, a figure far above the state norm of $ 765. The current push in California to redistribute school funds more equitably across the state could have a significant impact on Berkeley's school program, though its tradition of securing outside funding for supplemental programs could help maintain its current standard.

In calculating the financial costs of desegregation, it is difficult to definitely attribute expenses to many of the informal aspects of the process. However, the best estimates are that in 1968-69, the first year of elementary desegregation, the total cost of desegregation was approximately $ 518, 140 (2.6% of the 1968-69 total budget of $19, 400, 000): $ 110, 000 went to transportation, $ 124, 000 to special facilities in 4-6 schools, and the balance to equipment relocation, classrooms, and other items.

Since the special costs for equipment relocation and classrooms were one-time expenditures, this percentage has dropped significantly. In 1970-71 the district paid $ 178, 670 for busing out of total desegregation expenditures of $ 325, 670. The rest was reimbursed by the state. Since the "special facilities" itemized above were needed to improve basic skills no matter what the ethnic makeup of a school, this cost should not be listed as a "desegregation" expense. Busing's share of the total budget in 1970-71 was less than 1%. Early fears that the cost of busing would necessitate a reduction in other services proved ill-founded. Indeed, many attribute Berkeley's success in receiving substantial outside grants for increased services in large part to its commitment of integrated, quality education.

Formal Evaluation

✓ Evaluation documents are available giving reading achievement figures for all grade levels for the two years prior to and following desegregation. In grades one, two and three, the highest scores on these standardized tests made at the median measuring point and at the mean by whites, blacks and Asians were made either in 1969 or in 1970, the two post-integration years. Due to a change in the test used in grades 4, 5, and 6, trends are less clear. Mean reading scores at all three of these levels showed a decline in 1969, but 1970 scores showed an improvement, and this trend appeared to continue in 1971. Examining the mean growth scores of total groups of second through fifth readers for the two years 1967-68 and 1968-69, it is clear that the greatest advantage of integration over segregation has been demonstrated by second graders, with progressively less advantage shown by third, fourth and fifth graders.

Trends exhibited in these statistics are not strong enough, nor is there sufficient longitudinal data available to generalize as to the effects of desegregation on student reading scores. Available figures for the entire school system for the years since junior high school desegregation indicate some improvement but little change in the pattern of the scores. Most disturbing in this realm is the fact that the lower quartile groups, consisting of predominantly black and Chicano youngsters, continue to score very low on reading, math and language tests, with the gap increasing as the children move through the grades. While this is not an unusual pattern in USA 1972, it is one that Berkeley is trying to alter.

As there are no attitude tests which can be administered with a minimum of time, expense, and effort, there are no objective data available on attitudes or similar noncognitive variables. The increased communication between ethnic groups and the new-found willingness to discuss issues of race openly in class lead one to believe that, were such a valid test available, Berkeley youngsters would have illustrated non cognitive gains resulting from desegregation.

Problems

Most of Berkeley's problems in 1972 are those that any school system in transition from desegregation to pluralism and integration should expect to encounter. The "institutional racism" cited by the board recently and mentioned in several contexts in this report is the umbrella under which many of these problems fall. For example, the failure to set aside adequate staff time and effort for curricula development prior to desegregation has contributed to the concern of many staff members that they are ill-prepared to teach heterogeneous classes. Teachers believe that, had they been given more preparation in terms of such development and in terms of observation of and practice in working with the individualization which must accompany such heterogeneity, they would feel better prepared to assess and respond to each child's needs while avoiding at all costs the temptation to lower their standards for minority children. This tendency to expect less of these children still exists among some Berkeley staff members, though it is apt to be unconscious and to manifest itself in subtle ways.

Though both black and Oriental minority communities appear to take an active role in parental and extracurricular inputs, the Chicano community, smaller in number and not totally represented in staffing or programming, still seems to be the least understood and the least vocal in carving tis role in the development of a pluralistic school system.

Many parents fear that the bright, gifted children in Berkeley would not receive enough attention once the schools desegregated, and these fears still exist. Test results appear to refute this argument against desegregation, but parents are rarely satisfied with such data. However, just as those most lacking in basic skills are still not being adequately helped by the school system, it is possible that the more capable youngsters could be developing even more rapidly than at present.

The one-year ninth grade school which came into existence with junior high desegregation in 1964 has had a difficult time establishing an identity as anything other than a transitory stop between junior high and high school. While the morale at this site varies from class to class and staff to staff, the one-year situation will continue to leave a great deal to be desired in terms of continuity.

Nor has continuity between school levels been adequately emphasized. For example, a K-3 principal has no idea what the discipline procedures are in the 4-6 school 'his" children will attend. A 4-6 principal laments the fact that children who have been in one class several years frequently develop inter-racial friendships, may be scattered in all directions once they reach junior high. There is not systematic follow-through on the high school campus for those students who have gained in self-esteem in the 9th grade West Campus alternative which provides employment in connection with studies. More communication, though difficult to channel in a large system, would be profitable, both on informal and more formal levels.

Such communication may be one small way of getting at the issue of social separation among Berkeley students. This separation by races is, however, a reflection of society at large and would be true to some degree in any system. The fact that the separation is transitory and far-from-complete for most students does help to put Berkeley's problems in perspective vis-a-vis the rest of the country.

Why it is Exemplary

During the years of planning prior to desegregation, Berkeley's politically aware articulate black minority representatives and its white community, a large part of which is liberal and socially conscious, lent support to the superintendent and the board in their decisive stance. Throughout constant meetings, staff and community were not only kept informed, but actively involved in the planning. While such involvement is always espoused in theory, it is frequently ignored in practice. The lack of a "white flight" can be partially attributed to this thorough planning and involvement and partially to the desire of many whites to prove that the public schools would and could remain of high quality.

The cooperation in concern for children is reflected in many ways as one walks through schools and talks with teachers, administrators and parents. It is reflected in the quality of individualization one sees in most classrooms; in the openness of schools to parents and volunteers and the choice of classroom styles given to parents; and in the thrust to try alternatives and to secure outside funding to do so. The openness to change which permeates the entire community provides a basis for experimentation free of the unarticulated threat that often accompanies educationally-related change.

The formulation of a truly pluralistic system as a model goal is more difficult to analyze. It is perhaps here that the real key to success lies. Increasing minority staff at all levels and positions is a necessary prerequisite for the introduction of such a system. A willingness to acknowledge the existence of institutional racism in all its subtle manifestations and to try to discuss it and work to eliminate it is another prerequisite. A high caliber of people is required to bring public attention to such issues; and this type of person has been attracted to the Berkeley school system. Berkeley is working on these in an atmosphere which has, for the most part, been accepting of school desegregation as a first and necessary step toward integrated, quality education.

Effectiveness

In contrast to Orangeburg, South Carolina and other cities where desegragation resulted from court orders, the desegregation effort at Berkeley came about through voluntary action by the Board of Education and generally enjoyed public support. Nonetheless, the elements of an effective desegregation effort recognized to be facilitative of the process still apply. These are: (1) preparation for desegregation; (2) effective communications; (3) firm policy enunciation and support; and (4) educational innovations in service to children. Berkeley more than meets these requirements. A very active program of community education and preparation was implemented. This included a series of community meetings and summer workshops as well as the establishment of a monthly newspaper, "Help" centers, and a Speakers' Bureau. The board's policy decision was clearly enunciated and, in this instance, received considerable support from the community. Once the process was in progress, effort was directed at maintaining open lines of communication. The educational program at Berkeley emphasizes an individualized, personalized approach to instruction. There is an attempt to make the schools responsive to the diversity in the school population. Special features of the program include attention to black studies and bicultural education.

In a system where major efforts need not be directed at convincing and moving a recalcitrant community, greater attention can be given to the task of integration as opposed to the task of desegregation. In judging the progress of such a system, the following criteria are useful:

(1) position of the project along the continuum of desegregation-integration
(2) types of pedagogical strategies
(3) administrative and decision-making procedures
(4) political-social-psychological dynamics of change
(5) reactions to the process (as reflected in attitudes and behavior).

As far as the black students are concerned, Berkeley appears to be moving in the right direction. Considerable progress has been made in the reorganization of the elementary schools so that the distribution of students in these schools more closely matches the multi-ethnic character of the district. Because there is a commitment to fostering the development of all children, it has been possible to maintain a relatively high degree of ethnic mix in the classes of the several elementary schools. Unfortunately, the momentum toward integration reflected in the elementary grades may be being lost at the high school level where it appears the more traditional patterns of personal-social interaction and the problems of differential levels of achievement are operating to separate students by ethnic group. Fortunately, however, the commitment to integration continues to be reflected in the curriculum at all levels. At the secondary level, among the options available to students are study in the Black House or the Casa de la Raza for Chicanos, where, in additon to the traditional high school curriculum, great effort is invested in the presentation and utilization of materials and experiences reflective of black and Chicano culture.

Several elements of the educational program summarized here and described in greater detail in the body of the report reflect the emphasis on pedagogical strategies in support of desegregation. With respect to decision-making procedures, the system has maintained access to decision-makers for all elements in the community. However, the better organization of the black community and the fact that it is more vocal than the Chicano community seems to have resulted in the Chicanos being under-represented in administrative decision-making processes. The fact that the district voted to increase taxes in order to support the schools, together with the fact of continued tax support from the citizens, indicate the positive character of the political-social dynamics of the community. This may not be so much a result of the effort at desegregation as it is a reflection of the climate in which it has occurred. A review of the reactions to the desegregation process results in positive and negative findings.

Berkeley seems to have done most things right. It has made a substantial effort at making its program work. Yet, reviewed against the ideal of integration and democratic pluralism, it cannot be said that the Berkeley schools have solved the problem. Achievement differentials between groups have not been eliminated, although achievement patterns for minority groups are on the incline; the reception of minority group students in the secondary schools and the adequacy of their treatment are questioned by some; the commitment of the staff to an honest respect for pluralism appears to be modest. In other words, the Berkeley schools still function in a society where differences in ethnic background operate to the advantage of some and the disadvantage of others. This reminds us of the fact that school desegregation-integration is a partial solution to a broader problem. Since we are stuck with partial solutions, the model of the Berkeley experience is commended to persons seriously concerned with the implementation of desegregation.

DESEGREGATION

(Orangeburg, South Carolina)

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Teachers College, Columbia University
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Introduction

Orangeburg, South Carolina Unified School District #5 implemented a court approved geographical zoning plan in 1970-71, and, in compliance with Swann, et. al. v. Charlotte-Mecklenburg Board of Education, et. al. and Davis v. School District of Pontiac, Inc., a plan clustering and pairing schools for the 1971-72 school year. Of the district's 7,000 students 4,700 are bused under this plan (compared with 2,700 previously). Many faculty members were reassigned, and all school staffs currently reflect the district's racial population; five of the eleven principals are black. In the process of unifying the school district, numerous meetings and workshops that involved students, staff and the community were held. A 40-member district-wide Citizens Advisory Committee, formed in 1970, reflects the racial and socioeconomic makeup of the community as do numerous other schools and program citizen committees. Human relations sessions have concentrated on communication skills in interpersonal relationships and have done a great deal to increase understanding and reduce tension. Through judicious use of various funding sources, the district has initiated a student advocate counseling activity; instructional, lunchroom, and clerical aides to free teacher time for teaching; an organized community volunteer program; and a monthly newsletter. One example of the educational innovations that have developed indirectly through the unification process is the continuous progress program of the elementary schools. A superintendent and a board committed to carry out the plan in good faith and to provide quality education appear to have created an atmosphere that gives pause to many whites who had placed their children in private academies to avoid desegregation. The numerous public school-related activities outlined above have contributed to the creation of an environment of mutual activist concern for the education of all the district's children.

Setting

The town of Orangeburg is located on the Edisto River, forty miles southeast of Columbia, South Carolina's major city. While the area was once predominantly agricultural, several light industries have come in in the last decade, diversifying the economic base. Two predominantly black colleges, Claflin and South Carolina State, provide Orangeburg with a sizeable black middle class and student population. The 13,200 people within the two boundaries are predominantly white. The boundaries have been drawn to maintain this situation, resulting in an all-white mayor and city council. The blacks who live in the town are concentrated near the college and in three or four neighborhoods, one of which is a middle-class neighborhood. School District #5, which includes the town, extends out into the county and has a population of approximately 20,000, 50% of whom are black. Forty to 45% of this population, many of whom are white, falls under the OEO poverty guidelines, and the county was designated one of four in the state to be included in a demonstration welfare project.

The "Orangeburg Massacre," in which three unarmed students were killed and twenty wounded by state troopers, occurred on the campus of South Carolina State in February, 1968. Despite the conservatism of many of the community's whites, this tragedy of 1968 led to the formation of a city-wide bi-racial human relations committee which served to increase formal channels of communication, dispell rumors, and provide a forum for articulation of needs and frustrations, real as well as imagined. This city committee was, in some ways, a forerunner to the community input into District #5 as its first co-chairman is now chairman of the five-member Board of Trustees and many of its members serve on the Citizens Advisory Committee. Two of the five members of the Board are black; both were reelected to their two-year terms by large majorities in April, 1972. The board operated under an unwritten policy that any member who chooses to send his-her children to a private academy resigns.

This unwritten policy was necessitated by the growth of private academies in Orangeburg since 1963. Approximately 1500 students have left the public schools for these private academies, 1200 of them since 1969. Some of these students attend on "scholarships" provided by affluent opponents of desegregated education. This trend has affected the public school system in innumerable ways; in addition to a loss of per-pupil state funds and the demoralizing effect of losing the support of a large percentage of the white "establishment," the black-white ratios in the schools have moved from 52% white in 1964 to 32% white in 1972.

There is not a great deal of socializing between those who send their children to private academies and those who send theirs to public schools. Neither is there much black-white socializing outside of formal meetings, and strictly segregated neighborhood patterns do not encourage such friendships. In that sense Orangeburg is a typical small town where everyone knows everyone else and the traditional barriers to free interaction are respected by everyone.

The public school system serves approximately 7,000 students and includes seven elementary schools, divided into two 1-2, two 3-4, two 5-6 and one 1-6 schools; one seventh grade school; one eighth grade school; one 9-10 school and one 11-12 school. Half of these schools were built just outside the city limits to accommodate their formerly all black populations. Most elementary schools are constructed on a corridor-plan with four classrooms on each corridor and easy access to the outside. Portables have been used at some schools at both the elementary and secondary levels for a number of years. School buildings appear to be in good repair; two that were not have been discontinued in the last several years.

Overview

Although the landmark decision of Brown v. Board of Education was decided in 1954, District 5 took no action to desegregate its schools until 1964. In that year the U.S. District Court ordered the district to initiate a freedom-of-choice plan, allowing any student to transfer from a school where his race was in a minority. However, the procedure for transfer was quite involved and, consequently, only 73 black students had entered all white schools in 1965. After a district court order in 1966 simplified procedures, the number increased to 294 in 1968-69.

Under a 1969 court order the District proposed a plan based on geographical zoning. This plan, actualized in 1970-71, proved unsatisfactory in that many whites used evasive devices to change their place of residence. As a result, there were cases in which white parents, who were complying with the ruling in good faith, found their child the only white child in a classroom. Some of these parents formed an organization, Help Orangeburg Public Education (HOPE) which began as a protest to the school board to get them to propose a more reasonable plan. However, the efforts of the District to counter such transferals were unsuccessful, and some nearly all-black and all-white schools remained. Pursuant to the Swann and Davis ruling, the superintendent and school board in July, 1971, proposed a plan for the clustering and pairing of schools within the district. Under this plan, two large elementary school zones were formed, each containing three schools, one at each two-grade level. The most central school in each zone was made the 1-2 school on the theory that more children would be within walking distance to this school. One central-city school was left as a 1-6 school since its population roughly reflected the racial distribution of the area. All four secondary schools would serve the entire community. The chaos caused by constant transferring ended with the implementation of this plan, and the HOPE members were far more satisfied with the new plan.

This legal background does not reflect the preparation which the district administration had the foresight to initiate. Beginning in 1969-70, prior to the first major thrust to desegregate all schools, workshops were help for staff members to tackle anticipated problems. Unfortunately, only about half of the staff could be included in these early sessions. Nearly all attending agree that the workshops did increase understanding and reduce personal tensions about the anticipated change. In the succeeding summer of 1970, faculty workshops were held on communication skills, learning styles of students and methods and materials for multi-ethnic groups. This pre-school preparation was considered invaluable by the participants, many of whom were reassigned to new schools under the geographical zoning plan.

The inter-school visitations and "open houses" organized for students and staff in

April and May, 1970, were the only preparatory activities that directly affected all elementary students and families. In December, 1970, however, secondary students began to attend 1-1/2 day human relations conferences. At these sessions, consultants from the University of South Carolina's Desegregation Center trained community members to serve as group facilitators. Each group had a white and a black facilitator. For this first conference the 91 student participants (who had been recommended by the Student Executive Board) included leaders, regular students and students with obvious prejudices and problems. Parental approval was necessary, and any student could choose not to participate. During the half-day orientation session, groups of 8-10 students were formed by multiplying diads of students who didn't know one another, goals for the following day were set and plans for the following day were discussed. In the day-long sessions which followed, community facilitators periodically initiated activities and exercises to stimulate communication. The day concluded with a total group meeting during which the groups shared feelings, activities, and recommendations.

Since this first human relations conference, several others have been held for youth in grades 9-12, the most recent in March, 1972. Student response to these sessions has been overwhelmingly positive; students comment on their new ability to listen to and respect others' opinions; their inclination to talk freely and discuss prejudice openly, their realization that the first step in facing a problem is for both sides to open up and understand each other; their awareness that individuals often imagine a problem, i.e. white misunderstanding of black hostility toward the confederate flag and black misunderstanding of white feeling toward the clenched fist salute. In later sessions, discussion tended to focus more on the lack of communication with school administrators and the irrelevancy of school. Recommendations made by the groups at all sessions strongly emphasize the need for total participation and parent and faculty involvement in such sessions. However, most students do not want to be in groups with their own parents because they realize that they are far more willing to open up and discuss issues frankly than are their parents. The community facilitators appeared quite impressed by the student efforts to get to the cause of the problems and by the new perspective on things which inevitably results from a successful conference of this sort.

After the July, 1971, court order, preparations were quickly made for a pre-school three-day conference at a nearby resort-motel; attendees included forty student leaders from both high schools, faculty, administrators and community representatives. Again the Desegregation Center provided consultants. The purpose of this conference was to discuss concerns resulting from the merger such as school colors, mascots, student councils and class officers and proceedings. Students selected twelve such major concerns, "brainstormed" in small groups and reached "suggestive" decisions to recommend to the student body. Free time for socializing, swimming, or just "rapping" was provided. This conference, funded by ESAP, is credited by many as a major factor in the smooth merger of the high schools.

The city-wide Citizens Advisory Committee, which had been organized a year prior to the issuance of the court order, provided a diversified community group familiar with school-related issues and serving as a link between the community and the board and administration. Since communication gaps were frequent and rumors did abound, this group was pivotal in assuring that information was available within the community.

Other steps taken prior to the unification which helped prepare staff were visits by staff to exemplary programs, frequent inservice sessions - often with visiting consultants available, and increased number of aides. Secondary students, especially those experiencing frustration at school, were helped by interventionist counselors. The four-page monthly newsletter "Scope," inaugurated in 1970-71, has provided information on total school programs to the community.

Project Operation

"Continuous Progress" is the name given to the plan initiated in all elementary schools in 1971-72. The plan groups children according to learning capacities in different areas and encourages individualization within each classroom. Team teaching is utilized to facilitate the flexible grouping required and to provide children with various teaching styles and approaches. In theory, "Continuous Progress" allows each pupil to progress as rapidly as his own ability permits through sequential skills development. In practice, most teachers and principals believe that they have become more cognizant of individual learning styles and more able to help individual children at individual levels. But the process of implementing continuous progress varies slightly from school to school.

Principals appear to have a greater degree of autonomy here than in many systems as they work with their teachers to implement the continuous progress program. The two-graded schools facilitate this implementation in several ways. Because they provide a large population of similar-aged children, it is easier to group four classes along one corridor for team teaching and to group same-aged children in a variety of ways. Moreover, with faculties who all teach same-aged youngsters in one building, "content" discussions on actualization of the plan are much more easily initiated, both on formal and informal levels. In some classrooms, particularly at the lower levels, the learning center approach has been initiated with a great deal of time spent in small groups and in individual activity. Classroom aides have helped to facilitate this kind of activity; however, teachers feel that there are not enough aides to individualize the classroom as much as they would like. Teacher-student ratio is approximately 1:28. Two-level classes and groupings have been initiated in some schools, and it appears that this trend will continue as teachers become more secure with the new approach.

Ability grouping in certain subject areas has led to a situation where some groups do not reflect the district-wide racial ratio. The high correlation between ability and socio-economic variables fosters the placement of blacks in low ability groups and whites in high ability groups in some schools. In other schools with a substantial black middle class population this situation has not developed. The corrective reading classes are occasionally all black, as are some of the special education classes. However, flexible grouping in the regular team-teaching situation does provide an opportunity for children to be in classes which more accurately reflect the district-wide ratio for most of the day. The attention placed on not "labeling" a child, which is a theoretical underpinning to the continuous progress effort, gives warning to those who might label a black child as permanently "slow" or "underachieving."

Supported by most of the elementary-level staff, team teaching is facilitated by the physical layout of most buildings: the four classrooms along each corridor provide both teachers and students with an established area of interaction. Some team teaching has been initiated at the junior high school level and here, too, it appears to have evolved from the staff desire to individualize instruction and capitalize on individual teacher abilities.

The four secondary schools in the system attempt to provide alternatives within the system for each student. Desegregation of schools at this level is frequently frought with tension and crisis; Orangeburg has made a relatively smooth transition. Since students are grouped for academic areas and since special Title I reading services are provided for some "educationally deprived" students, a certain amount of resegregation occurs here also. Again, the presence of a large number of middle class blacks along with some low-income whites in the system means that, although the lower ability and "special" classes tend to be predominantly black, the middle and upper ability groups are rarely, if ever, all white.

Guidance services at all four schools have become increasingly diverse, generally offering group "rap" sessions as well as individual counseling. Inter-school communication among secondary schools, through both formal and informal channels, appears to be constant and substantive. Each spring, guidance counselors from the 11-12 school spend several days at the 9-10 school; at that time they register students and provide information about their next school. Counselors at the 9-10 and 8 school do the same with the lower school. Counselors have not, as yet, initiated regular meetings among themselves, although they acknowledge that such communication would be desirable. The small size of the community further aids inter-school communication.

The "openness" of the 11-12 school attests to a trust that the students at this level can handle the responsibility of some "non-programmed" time without disrupting the entire school. Student council, based on homeroom representation, reflects the racial percentages fairly accurately and has been a cohesive force in the initial year of unification: its effectiveness is, in part, the result of its role, albeit minor, in the administration of the school. Joint officers served in 1971-72 because both high schools had elected officers prior to the July court order; this system seems to have worked smoothly, and neither group of officers dominated the council. An ESAP advisory group of approximately eight students has been formed at each secondary school, these groups meet with administration and with citizen committees and have helped to keep communication lines open to students. In the initial period of desegregation, the extra-curricular activity which most directly contributed to a sense of unity was a football team that captured the state championship. Football is the major sport in the area, and the cohesiveness which developed in the school and the community as the season progressed was a great morale booster at the year's beginning. All extra-curricular activities are desegregated from cheerleaders through interest clubs, although they are not all reflective of district-wide ratios.

While the transition at the secondary level has been a smooth one, there is some muted racial hostility present at both high schools that could erupt at the slightest provocation. This may be as much a result of national political, sociological and ethnic trends as of factors unique to Orangeburg. While human relations conferences serve to change perspectives, increase communication, and minimize provocations, they are unlikely to extirpate such hostility.

Interventionist counselors were first hired during the 1970-71 school year to serve as student advocates on the secondary level. Three such counselors were working in the spring of 1972: two men at the 9-11 level and one women at the 7-8 level. However, in practice, they did not limit their activity to grade levels. While these people work closely with guidance counselors, they have maintained a position separate from the administration, and the students respect them as true student advocates. The three men who have held such positions, two blacks and one white, have all been professional athletes, a factor which has enhanced their reputation among the secondary school students. These counselors spend much of their efforts in social work-type activities such as visiting families and working with agencies. This is one example of an activity initiated in relation to desegregation that proved to be a necessary service in terms of student needs regardless of desegregation.

This counselor activity is one of a vast array of services that have recently been made possible by federal funding. Daily corrective reading sessions for approximately 500 elementary students constitute a major Title I project. The corrective reading teachers, working with a variety of materials, evaluate individual children's reading problems, identify areas in which to focus, and continually reevaluate each child. A developmental reading program operates at the 9-10 level for students reading below grade level. Here again, a wide range of materials, coupled with recorders and other machines, are used in the effort to develop interest in reading while improving reading skills. Volunteer programs, organized by the ESAP funded coordinator, focus on one-to-one reading tutoring at several levels.

Project Succeed attempts to reach potential dropouts at the secondary level and involve them in a pre-vocational experience, gearing the "skills" taught to this experience. Numerous aides work in the district, funded under Title I and ESAP. While some work in classrooms assisting teachers to individualize their classes, others work in lunchrooms, on buses and in clerical positions. Title I funded summer programs have been operating in the district for several years.

An elementary school social worker and a health-medical program are also funded under Title I. The social worker, a black woman, attempts to work with the entire environment of the child in a manner that does not attach any social class stigma to the child or to the family. She is making inroads in the delicate areas of providing children with sufficient clothing and encouraging parental involvement in children's educational efforts. A special class for first graders who were no[illegible]unicating in the regular classroom has been one of her major projects as she talk[illegible]h the teacher, observes the children and acts as a liaison with the family. The health services have also been important for these children; many have had their first post-birth contact with doctors. Under the health program, applicable to all Title I children, eyeglasses, as well as emergency medical and dental services, are provided. Preventive screening is also a part of this component.

In addition to the counseling, dissemination, aides, community involvement and human relations programs, ESAP funds also support staff in-service activities, a physical facility for high school counseling, and after school activity personnel.

The presence of an ESEA Title III Early Childhood Education center attests to District 5's commitment to seeking funding for quality, innovative projects. This program, in which participation is voluntary, includes some first grades as well as kindergartens. Increasing numbers of white parents are enrolling their children in this special project which has a population of roughly 50% black students. Initiated in 1969, the project serves as a training center for teachers. Parents are encouraged to participate in the classroom at least one hour per week, and the curriculum stresses social adjustment as well as readiness and skills development.

Since a large part of District 5 is rural, many students have ridden school buses for years. Of the approximately 4700 students riding buses in 1971-72, 2700 were doing so in 1970-71. Although the average one-way bus trip is about 35 minutes, some students do ride for 80 minutes. The small size of the district coupled with the dispersion of students from one area to as many as seven different schools has created the unfortunate situation where 40% of the students bused have to change buses in mid-route. Secondary school students serve as bus aides and have helped to alleviate any problems in connection with this transferring process, but all in the district recognize it as an unfortunate situation.

Of the 45 bus drivers, 41 are secondary school students, about 70% of them black and many of them female. Student bus aides are frequently promoted to drivers when they pass the state's three-day training program. The two kindergarten bus drivers are women. In recent months, busing has become a national issue; yet little furor exists in District 5, despite the busing of more than 50 percent of the students and the presence of anti-school desegregation forces.

Bus routes include white as well as black students; thus children of both races are in contact with each other all day. With the younger children in the grade 1-2 schools there appears to be little or no racially created tensions, and they play together on the school playground. However, at higher age and grade levels integration appears to decrease. Again, the causes for this reach beyond Orangeburg and may, at this point in time, be inevitable. Many parents, both black and white, discourage their children from bringing home children from the other group, and from attending dances with them. At high school dances nearly all the students are black, a situation which is not surprising in the U.S. rural south of 1972. Within-school programs and activities have been unified smoothly, and rarely do incidents occur that are a direct result of racial hostilities; in a community such as Orangeburg, these are significant first year achievements.

Personnel

One hundred and sixty-nine (169) of Orangeburg District 5's 313 faculty members are black, and 144 are white. Over one half of the staff members were transferred to new schools in the academic years 1970-71 and 1971-72 as the district desegregated its staff and divided its schools into one or two grade levels. Of the seven elementary principals, three are black; the eighth grade school and the 9-10 grade school have black principals. The assistant principal at both junior high schools is of the opposite race from the principal, and there is one black and one white assistant principal at each high school. The guidance staff is similarly desegregated. The central administrative staff is predominantly white; only one assistant superintendent and the lunchroom supervisor are black. The central office situation has generated some hostility among the black faculty and seems unnecessary because of the number of qualified blacks in the district and the amount of planning that went into so many staffing decisions. One example of this planning is the provision of a male PE teacher for each elementary school of the opposite race than the principal, assuring that children at each school will be in daily contact with both a black and white male.

The relative degree of autonomy given to principals has resulted in various levels of inter-staff cooperation. Elementary school principals have, by and large, been extremely supportive of their staffs in implementing the continuous progress program, both in facilitating team teaching efforts by arranging for team planning times and in supporting individuals as they work with the new approach. All teams consist of both black and white teachers and a high degree of "team spirit" prevails. The more fragmented nature of teaching efforts at the secondary schools is evident in the reduced degree of staff "esprit de corps." In at least one secondary school there is a high degree of latent staff racial tension, and the lack of inter-racial communication is obvious to students.

Approximately one-half of the total staff have attended the human relations sessions, initiated in 1969-70. Although these were not considered a panacea for staff cooperation and although not all staff members are equally enthusiastic, it is not difficult to find teachers who credit these sessions with vastly reducing the potential for ethnic conflict through open discussion of attitudes engendered by racial differences and experiences. Involving most of the entire staff in such sessions would probably alleviate the staff tensions evident at some secondary schools. Approximately ten teachers went from public school to private academies in 1971; these people would obviously have been counterproductive in public school efforts to increase racial co-operation. Some white teachers send their children to private academies, and a few black teachers have children in the lab school at South Carolina State. In the current atmosphere where public education is constantly on trial and its opponents sight any movement from it as lack of support, this situation is most regrettable.

When a white administrator let it be known that he planned to transfer his children to a private academy, the superintendent informed him that while "due process" would probably prevent him from being fired on these grounds, he could not see how the man could function effectively; the administrator resigned. Action-oriented commitment on the part of nearly all administrators and principals has established a psychological climate that is supportive of staff efforts, and apparent to students and parents.

Forty-eight percent of Orangeburg's teachers have MA's, a percentage much higher than that of South Carolina's other school districts. The variety of in-service sessions, workshops and consultant services made available to staff members for the period prior to and during initial unification aided in furthering an atmosphere of professionalism. These services dealt with everything from learning styles of students and methods and materials for multi-ethnic groups to specialized curriculum areas. Most teachers feel that they were prepared for their increasingly diverse student groups or that they know how to secure the assistance they might need to work with such groups.

Of the 70 aides, 46 serve as instructional aides; seven as reading aides; and the remainder as lunchroom or clerical aides. Approximately 55% of these positions are filled by blacks. The great majority of both aides and teachers come from either Orangeburg or the immediate area and have grown up there. This has led to low teacher-turnover and to many informal staff links; this kind of stability coupled with the perspective gained by staff members at human relations sessions has led to a smooth staff desegregation process and a willingness to work to improve the quality of education for all District 5 schools.

Students

It was noted above that secondary school students were sensitive to situations of ethnic conflict between staff members. These secondary students have lived through an important period in racial relations in this country, particularly in their Southern region. As a result, many tend to be extremely aware of the prejudices and the hypocracies of the past and quite sophisticated at detecting traces of such feelings in the actions of their elders. Most students who attended human relations sessions recommended strongly that more teachers and parents attend such sessions, but not in groups with their own children. There is a freedom to associate between black and white in school-related activities that might shock and dismay many parents. This freedom, however, is restricted in a large sense to such activities and does not indicate that all students are entirely free of their own ethnically-related biases. However, the ability most students at the human relations conferences showed to get at the basis of personal prejudices or misconceptions does indicate that this generation is, for the most part, significantly different from the previous one.

At the early elementary ages, black and white students ride the buses and attend school together with no apparent manifestations of prejudice. This situation changes gradually as the youngsters realize the sociological framework in their community, a framework in which race cannot be ignored. The manageable size of the district may account in part for the ease with which students transferred to different schools under the 1970-71 and 1971-72 plans, but the willingness to accept, live with and even be challenged by the change on the part of many Orangeburg youngsters also contributed to the process.

Parents/Community

Orangeburg District 5 abounds in Citizen Advisory Committees. The forty member district-wide committee which reflects the socio-economic and racial diversity of the area was nominated in Spring, 1970, by a 6-member committee (three blacks and three whites) and approved by the Board. Some political diversity is reflected on this committee, with the NAACP represented and some members of the white establishment, though a number of whites resigned after the court order. Although the membership does include low-income individuals, there is an awareness that members must make sure these people are heard from since there is a tendency for middle-class verbalization to prevail. Although it is an "advisory" committee, its members do believe they can influence board policy; examples of suggestions made to and acted favorably on by the board include hiring lunchroom aides to release teacher time and inviting high school students to attend board meetings. Members are known in the community and frequently asked about school programs or about the "truth" of the latest rumor; consequently, they make constant efforts to keep informed. The priorities stated by this group as the first year of unification draws to a close are: (1) to help continue ESAP funding which has been instrumental in fostering good relations among students; (2) to show the community that the public system is working and offers more while fighting monies being given to private academies; and (3) to acknowledge the possibility that the second year may be more difficult and to be adequately prepared to deal with that possibility.

Ad ESAP advisory committee is an offshoot of this larger body and works with the district office of federal funding in setting priorities. Parent Advisory Committees have been organized at each elementary school; some are actively involved in such issues as testing and releasing test results, others are concerned more with how monies are alloted and others have yet to become active beyond a minimal level. An eighty-member advisory committee acts on the secondary level, meeting at times with the ESAP student advisory committees in each school.

While Parent Teacher Organizations are active in only two schools, the level of parent involvement is slowly increasing in nearly all schools. Instead of all-school "open houses," many elementary schools conduct team open houses, giving the parents more of an opportunity to talk personally with other parents and with teachers in the context of a smaller group. Principals and teachers are realizing that classrooms should be open to parents; though this type of classroom visiting has increased, many parents still feel they are unwelcome and more effort is needed to increase this type of interaction.

Volunteers are one means of increasing interaction, and 85 such volunteers were working at least once a week in an assigned capacity in April, 1972. One-fourth of these volunteers were black, and one-fourth were non-parents. Thirty work as junior high school individual reading tutors, a few work with the adjunct education program at the 9-10 school, and all elementary schools have several volunteers performing a variety of duties from clerical to instructional. The Community Involvement Coordinator, hired in the fall 1971, recruits, orients and maintains continuous contact with these volunteers and with the staff members who work with them. She has also succeeded in having community members work with classes as "resource" people in an area of expertise.

Funding

The District spent $3,645,518 for current operations in 1970-71 and has a 1971-72 budget of $3,950,000. These sums include special funds from outside sources. All busing and retirement costs assumed by the state are not included in the above figures. School system cost per student is computed at approximately $545 in 1970-71 and $600 in 1971-72. Title I funding in 1971-72 is approximately $542,000, Title IV $41,460, ESAP $327,429 and 45 $125,084.

Due to the system of accounting required by districts in South Carolina it is nearly impossible to separate the costs of "desegregation" out of the budget. Simplistically it could be stated that the Title IV, ESAP and 45 funds plus the monies spent on busing an additional 2,000 students constitute desegregation expenses. However, many of the services provided under these funds, particularly aides, counselors, community involvement and in-service, are services that have improved the level of education provided irrespective of desegregation. Students, staff, and community acknowledge the essential nature of these services. Although the district is committed to maintaining these services, local funding could never adequately do so at the present level, and emphasis on a continued program of aggressive maintenance of and search for outside funding is essential.

Evaluation

The only objective evaluation data available for the district are medial scores on national achievement tests: on these tests, the results show Orangeburg students a bit lower than the state average (which is about four months below the national norm). The 1971 results for 467 fourth graders are from one to two months lower than the 1970 results for 621 fourth graders. This is not surprising since a number of upper class whites transferred to the private academies between the two testing periods. No efforts have been made in this first year to compare the performance level of pupils by ethnic group in an integrated situation to that in a segregated situation. This is, no doubt, a wise decision as the complex number of variables operating during this period would preclude the possibility of drawing conclusions regarding the effect of desegregation on test scores.

Problems

Although District 5 has admirably implemented the process of desegregating its schools, there are some areas in which efforts have not been adequate and to which attention must be drawn. Among the staff there remain vestiges of racism, both conscious and hidden. At the conscious level one can sight the secondary school staff who make inter-ethnic staff communication difficult, and the few teachers, black and white, who view all students of the opposite race in terms of ethnic sterotypes. The evidences of racism which result from what has not been done and from perspectives not considered include the dearth of multi-ethnic curricula at the elementary level and the slow pace at which more attention is being given by all teachers, not just "black studies" teachers, to ethnic considerations in curricula. Also included here would be the ethnic makeup of the central office staff which includes only two blacks, one, the lunchroom supervisor, being rarely visible. Although the superintendent, the coordinator of federal projects and other central administrators are competent, committed and have the respect of most of the black community, black principals and teachers believe that equally competent blacks could have been easily located for these positions within the system and this belief appears to be justified.

As for desegregation issues which directly affect students, the situation whereby approximately 1900 children, many of them very young, change buses enroute to school is a most unfortunate one, and it appears that, given logistical and funding limitations, this situation will continue. Ability grouping, though done flexibly, both at the elementary and secondary levels, has resulted in some classes, predominantly black, of all low ability children with the concomitant problems of teacher attitude and impediments to progress. The one and two-grade schools which can be considered less than desirable, appear to be viewed positively by both principals and teachers at the elementary level, with mixed emotions by the secondary staff; parents can be heard to complain when they have four children in four different schools. The students themselves, however, seem to be unaffected by such discussions.

Orangeburg is a community with a history of racial tensions, many of which remain.

The "white flight" to private academies and the support given to these academies by members of the white establishment has had a debilitating effect both financially and morally on the public system. Rumors of "lack of discipline" in the schools are often fostered by those who support the private academies in an effort to justify their actions on non-prejudiced grounds. To an outside observer it appears that District 5 schools have the barest minimum of discipline problems, and, although citizen committee members help to keep the community informed on this account, such rumors persist. The second and third years of the unified system will be crucial ones in terms of percentage of white students; while there is a good chance that some whites may return to the public schools, there is also the possibility that more whites will leave. The increased openness of the schools will, most desirably, bring more people in to observe and take a voice in their children's education as one way of mobilizing community support; as yet, the response to this openness has been relatively slight.

Why Is It Exemplary?

To say that the community members have not responded in significant numbers to the school's openness does not mean to imply that there is a lack of communication within the district. In fact, the presence of a sizable, articulate black middle class, the great majority of whom are educators, and a number of politically competent whites who feel strong commitment to public education were essential factors in the process of articulating needs and keeping communication lines open. The extent to which the 1968 tragedy contributed to the realization on the part of those whites who support a truly unified system that a more active involvement in the entire process of actualizing the road to equal opportunity for blacks was called for can never be assessed. Most agree that it did "wake up" a number of people. The black middle class, while perhaps not representative of the entire black population, does include members who are in touch with most segments of this population, and is sophisticated in the kinds of political action required to bring about change. The April, 1972 school board election, in which the two blacks were returned to office with large majorities attests to the fact that these elements have combined to win the support of a large percentage of the community.

Although the final court order came just two months before implementation, preparation for a unitary plan began two years prior to this action. The human relations conferences, the advisory committees, the workshops, and all the other ESAP funded activities enumerated above began to involve staff, students and community in active, meaningful dialogue and to prepare them for the inevitability of unification. The Desegregation Center of the University was consulted wisely and often as were other resources, both local and regional. This amount of careful yet diversified advance preparation was an important factor in the smooth implementation of the plan.

Human Relations conferences, both those for staff and those for students with adult "facilitators" have been well-planned with a great deal of flexibility as possible, and are credited with a major role in creating and sustaining attitudes and perspectives relatively free of bias. It is essential that such sessions be held periodically to involve all secondary students and all staff members, and that these groups have a voice in planning the sessions.

Without a superintendent, staff and school board committed to the task of unification, the above considerations could have been diffused into a lack of crystallized support. The three men who have held the superintendent's job over the past twenty years have accepted the fact of eventual unification and have taken an active stance in support of it as have school board members. The director of federal projects has been not only an active moral supporter, but an active fund raiser, making possible many of the preparatory and supplementary activities. These two people are representative of the personnel of the district. There are exceptions, of course, but this competence, coupled with a sensitivity to the factors which will make unification successful continue to be one of the District's strengths.

Effectiveness

Theorists and others who have studied school desegregation suggest several crucial requirements for any school desegregation program. Four of these elements are represented in the Orangeburg program. These are: (1) preparation for desegregation; (2) effective communications; (3) firm policy enunciation and support; and (4) educational innovations in service to children.

In regard to these requirements, Orangeburg is considered to be one of the more successful in the country, despite the fact that it is not free of problems. Apparently, considerable effort went into the preparation of the community, staff, and students for the implementation of mandatory desegregation. This is reflected in the establishment of a Citizens Advisory Committee, bi-racial council, humans relations sessions, newsletters, and open houses. The creation of an active and effective system of communications ensured that resistance and non-compliance to desegregation would not result from misunderstanding or lack of information. The policy was clearly enunciated by the courts. Even more important, however, was the school board's firm endorsement of the policy as reflected in its serious effort at implementing a desegregation plan and in its decision that any board member unwilling to send his children to a desegregated school resign.

Probably more important than the bringing together of different ethnic and economic groups is what the school system does to change its educational programs to accommodate demographic changes in the school population. In Orangeburg, the schools have adopted a plan called "continuous progress" through which several changes in educational program were initiated. In an effort to achieve quality education for all children in the system, team teaching, clustering of classes, improved communication between school and home, and activities designed to build and utilize community pride were emphasized. In this latter connection, the contribution made by the emergence of a championship football team as a product of the combination of black and white high schools is not to be underrated. The pride that the community took in this achievement has probably contributed greatly to the acceptance of the desegreation program.

The desegregation process has not been without its problems, however. There are undercurrents of dissatisfaction with the continued control of the system by predominantly white administrators. The ratio of whites to blacks dropped sharply as whites fled the system, preferring private academies. However, this trend appears to be reversing itself as the viability of the fledgling institutions is increasingly questioned. The decision to utilize homogeneous ability grouping has resulted in some resegregation. Fortunately, the presence of a relatively large proportion of middle class blacks has resulted in ethnic integration being maintained in the upper ability groups. The lowest ability groups however, tend to be all black.

As serious as some of the problems may be, the effort is exemplary in commitment and program. It is too early to make sound judgments with respect to its impact on academic achievement, but the data available thus far are neutral to positive. There is no evidence that students have lost as a result of the change. If one of the purposes of education, however, is preparation for democratic living, there is evidence that democracy has gained at Orangeburg.